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DEPARTMENT OF EDUCATION

THE CITY OF NEW YORK

FIFTH ANNUAL REPORT

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OF THE

CITY SUPERINTENDENT  
OF SCHOOLS

FOR THE

YEAR ENDING JULY <sup>1902</sup> 31, 1903

---

NEW YORK

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## BOARD OF EDUCATION

JANUARY 15, 1904

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FRANK L. BABBOTT, Vice-President

A. EMERSON PALMER, Secretary

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JAMES J. HIGGINSON	JAMES WEIR, JR.
CHARLES H. INGALLS	FRANK D. WILSEY
FREDERIC W. JACKSON	GEORGE W. WINGATE

**Changes in membership in the Board of Education from January 1, 1903, to  
January 15, 1904:**

ARNOLD W. BRUNNER, resigned.....November, 1903  
 CHARLES C. BURLINGHAM, resigned.....February 1, 1903  
 THOMAS B. CONNERY, resigned.....December, 1903  
 CHARLES L. GUY, resigned.....October, 1903  
 PIERRE JAY, resigned.....May, 1903  
 MICHAEL J. KENNEDY, resigned.....January, 1904  
 ALBERT G. McDONALD, resigned.....December, 1903  
 MILES M. O'BRIEN, term expired.....January 1, 1903  
 EDWARD V. W. ROSSITER, resigned.....December, 1903  
 RICHARD B. ALDCROFTT, Jr., appointed.....December 24, 1903  
 GROSVENOR H. BACKUS, appointed.....December 9, 1903  
 JOHN J. P. FAGAN, appointed.....January 6, 1904  
 JAMES J. HIGGINSON, appointed.....February 3, 1903  
 EDWARD D. O'BRIEN, appointed.....November, 1902  
 FREDERICK W. MARKS, appointed.....December 4, 1903  
 FRANK H. PARTRIDGE, appointed.....December 4, 1903  
 JAMES A. RENWICK, appointed.....December 24, 1903  
 HENRY N. TIFFT, appointed.....May 21, 1903

CITY SUPERINTENDENT OF SCHOOLS

WILLIAM H. MAXWELL

---

BOARD OF SUPERINTENDENTS

JANUARY 15, 1904

WILLIAM H. MAXWELL, City Superintendent of  
Schools (Chairman, *ex-officio*)

ASSOCIATE CITY SUPERINTENDENTS

GEORGE S. DAVIS

THOMAS S. O'BRIEN

ANDREW W. EDSON

EDWARD L. STEVENS

ALGERNON S. HIGGINS

JOHN H. WALSH

ALBERT P. MARBLE

†HUBBARD R. YETMAN

\*CLARENCE E. MELENEY

\*Elected Associate City Superintendent, January 14, 1903.

†Resigned, January 1, 1903.



## DISTRICT SUPERINTENDENTS

JANUARY 15, 1904

	DISTRICTS
JOHN H. HAAREN.....	1 and 9
¶JULIA RICHMAN.....	2 and 3
EDGAR DUBS SHIMER.....	4 and 5
GUSTAVE STRAUBENMÜLLER.....	6 and 7
**EDWARD W. STITT.....	8 and 12
JAMES LEE.....	10 and 11
JOHN L. N. HUNT.....	13 and 15
*JOSEPH S. TAYLOR.....	14 and 18
EDWARD D. FARRELL.....	16 and 17
SETH T. STEWART.....	19 and 22
†JOHN DWYER.....	20 and 21
ARTHUR McMULLIN.....	23 and 24
ALFRED T. SCHAUFFLER.....	25 and 26
CHARLES W. LYON, JR.....	27 and 29
JOHN GRIFFIN.....	28 and 30
GRACE C. STRACHAN.....	31 and 34
EDWARD B. SHALLOW.....	32 and 36
WILLIAM A. CAMPBELL.....	33 and 35
JAMES M. EDSALL.....	37 and 38
JAMES J. MCCABE.....	39 and 40
CORNELIUS E. FRANKLIN.....	41 and 42
JOHN J. CHICKERING.....	43 and 44
†DARWIN L. BARDWELL.....	45 and 46
EVANGELINE E. WHITNEY (Assigned to Vacation Schools, Play- grounds, and Evening Recreation Centres)	
HENRY W. JAMESON (Assigned to Assist Associate City Superin- tendent MARBLE in High and Training Schools)	
MATTHEW J. ELGAS (Assigned to Evening Schools)	

\*Elected, July 7, 1902

\*\*Elected, February 2, 1903

†Elected, September 24, 1902

¶Elected, May 28, 1902

¶Elected, September 23, 1903

## BOARD OF EXAMINERS

WILLIAM H. MAXWELL, City Superintendent of  
Schools (Chairman, *ex officio*)

JAMES C. BYRNES

WALTER L. HERVEY

JEROME A. O'CONNELL

GEORGE J. SMITH

FIFTH ANNUAL REPORT  
OF THE  
CITY SUPERINTENDENT OF SCHOOLS

---

NEW YORK, December 31, 1903.

TO THE BOARD OF EDUCATION OF THE CITY OF NEW YORK:

As required by law, I have the honor to submit the Fifth Annual Report of the City Superintendent of Schools on the condition of the public schools of The City of New York during the year ending July 31, 1903.

The year covered by this report is the fifth complete school year since the consolidation of the present city boroughs into one municipality.

During the entire period covered by this report the public school system of The City of New York has been operated under the plan laid down by the revised charter which became effective as far as the schools were concerned, on February third, 1902. By August first, 1902, when the period covered by this report begins, what properly might be called the period of transition from the old plan of school management to the new centralized method of control had passed. By that time the new Board of Education of forty-six members was fully organized and was discharging without hesitancy all the functions of administrative control exercised formerly by a central Board of Education and four borough school boards. The Board of Superintendents, consisting of eight members appointed as Associate City Superintendents and the City Superintendent, as chairman, similarly had succeeded to functions distributed formerly

among four borough boards of superintendents and the City Superintendent. Some of these functions formerly distributed among the boroughs but now vested in a single Board of Superintendents, are as follows: Nomination of teachers, the recommendation of scholastic supplies and text-books, the suggestion of courses of study, the direction of school organization and methods of instruction, and, in general, the performance of all duties arising under those sections of the charter which place the initiative in all matters purely educational in the hands of the Board of Superintendents, subject to the approval of the Board of Education. Under the old plan, the several boards of borough superintendents had been free to act without uniformity, with the result that there existed in The City of New York four school systems all differing in aims and in standards.

By this time, too, the city had been divided into forty-six school districts. To each pair of these districts had been assigned a District Superintendent who thereby was made the local supervising officer and as such was held responsible for the schools entrusted to his care. Under the old plan these superintendents, of whom there are twenty-six, had been compelled to devote much of their time as members of boards of borough superintendents, to preparing suggestions for administrative legislation. Under the new system these men were released from this unnecessary work and made free to give their time to actual supervision in the schools, a most important branch of school administration which heretofore had been too much neglected. Under the plan now in effect, the District Superintendent is absolutely responsible for the scholastic welfare of each school in his territory. This responsibility makes it necessary that he should be thoroughly familiar with the inner workings of each school. At the same time this plan puts into each neighborhood an officer to whom the citizen can go for the righting of grievances,—a fact which brings the administration of the schools into more intimate personal contact with the people.

This districting of the schools was a necessary preliminary to the appointment by the borough presidents of the forty-six local

school boards. These boards consist each of five members, appointed by the borough presidents; one member of the Board of Education assigned by the President of the Board of Education; and a District Superintendent, who by virtue of his office becomes the educational adviser of the local boards within his territory. The creation of these local school boards and the manner in which they have discharged their functions have brought the administration of the schools very much closer to the people. In the first place, the local school board which represents the people has direct representation in the Board of Education through the member of that body who is, *ex officio*, a member of the local school board. In the second place, through the District Superintendent, the local board and the people secure the presentation of their views to the Board of Superintendents.

The system of representation, moreover, works in another direction. The Board of Superintendents has its representative member, the City Superintendent, in the Board of Education, and that body, through him, as well as through its individual members, can express its views to the local school boards and to the district superintendents.

A careful study of the workings of the system in the several districts soon convinced me that responsibility among members of the Board of Superintendents must also be determined and definitely fixed. Such a plan, moreover, I felt would give the teachers and the people a more direct representation in the Board of Superintendents than the charter contemplated. To bring about this improvement I introduced a scheme of grouping several school districts into a division, and assigned to the care of each division one of the Associate City Superintendents. This plan, while not prescribed by the charter, is entirely in consonance with its intent and certainly is in no way prohibited. I found it expedient to constitute seven of these divisions among the elementary schools and to place the high schools of the entire city in the eighth division. Under this plan, the District Superintendents, and through them the schools in their respective districts, are made

directly responsible to an Associate City Superintendent, who, in turn, is responsible for the educational welfare of his division of the city. The Division Superintendent under this plan is supposed to represent directly in the Board of Superintendents the interests of the schools under his charge.

There remained three District Superintendents not needed for district work among the elementary schools proper. One of these was assigned to the care of summer schools and playgrounds; the second, to the supervision of the evening schools; and the third, to the inspection of high schools. The Associate City Superintendents also were appointed to committees, each of which is charged with the development of some important phase of public education. This scheme of supervision throughout the city, as can be readily seen, is one which fixes responsibility instead of scattering it. Under such a system it becomes a simple matter to lay one's finger on the man responsible when aught goes wrong. When the responsibility has been fixed, the correction of defects is comparatively simple. So definite is this responsibility that some one person is made responsible for the welfare of each child in school and culpable of neglect if any child of school age is allowed to be out of school. As an instance of the manner in which this plan works in practice, I will cite a typical case:

A parent comes to my office and makes complaint that her child has not been treated properly by a certain teacher in a certain school. The parent is referred immediately to the District Superintendent at his local office. At the same time, however, my office gives the Division Superintendent in charge of that school the facts as stated by the parent and requests him to investigate the matter and make a report upon it. The Division Superintendent in turn telephones or writes to the District Superintendent in charge. The last named officer, who is directly on the ground, investigates the matter, settles the case if possible, or prefers charges if this be necessary. His action is reported back to his Division Superintendent. The latter reviews the case and forwards his conclusions to the City Superintendent. The City Superin-

tendent then notifies the parent of the findings or sends the report to the proper authorities if subsequent action be needed. Under this method no complaint can be lost sight of or neglected.

Under the new charter the City Superintendent was required to assume many new duties. He was required for the first time to take an active part in the actual management of the schools. The inhibition in the charter against his "interference in the actual conduct of any school" was annulled. He assumed the educational functions that naturally belong to his office. The full control of the department of truancy was placed in his hands instead of being divided among several school bodies.

The Board of Examiners under the new charter continued practically its old duty with the welcome exception that a single standard of licenses was substituted for the old condition where each borough had different requirements for the same licenses.

That this system of cross-representation from the people to the Board of Education and to the Board of Superintendents and the City Superintendent has worked smoothly, is established by the fact that there has been no demand for any material change in the charter. Each element of the system has moved harmoniously for the interest of the schools and has demonstrated its usefulness in the particular field to which the charter assigned it. As far as the schools themselves are concerned, the effect of the revised charter during this period is to be determined most accurately by the year's record of actual accomplishment. A statement of what has been done follows and on this I am willing to found my assertion that centralized control of education has been of material benefit to the schools.

## ORGANIZATION OF THE BOARD OF SUPERINTENDENTS

The Board of Superintendents now consists of the following members:

William H. Maxwell,	City Superintendent (Chairman)		
John H. Walsh,	Associate City Superintendent		
Edward L. Stevens,	"	"	"
George S. Davis,	"	"	"
Algernon S. Higgins,	"	"	"
Thomas S. O'Brien,	"	"	"
Albert P. Marble,	"	"	"
Andrew W. Edson,	"	"	"
Clarence E. Meleney,	"	"	"

Mr. Edson was elected in September, 1902, to fill the vacancy caused by the retirement of Mr. John Jasper.

Mr. Meleney was elected in January, 1903, to fill the vacancy caused by the resignation of M. Hubbard R. Yetman.

For administrative purposes the City Superintendent divided the city into six large divisions during the early part of 1902 and assigned an associate city superintendent to each division to supervise the work of the district superintendents, to receive and digest their reports and to represent the interests of his division in the Board of Superintendents. While this plan worked satisfactorily it was found that some of the Division Superintendents had too large a share of work and in July last the number of divisions was increased to seven and Associate City Superintendent Edson was assigned to a division. The divisions are now as follows:

DIVISION I, comprising Districts Nos. 1, 2, 3, 4, 5, 6, 7 and 9, Borough of Manhattan, Mr. George S. Davis.

DIVISION II, comprising Districts Nos. 8, 12, 13, 15, 16 and 17, Borough of Manhattan, Mr. Clarence E. Meleney.

DIVISION III, comprising Districts Nos. 10, 11, 14, 18, 19, 20, 21 and 22, Borough of Manhattan, Mr. Andrew W. Edson.

DIVISION IV, comprising Districts Nos. 23, 24, 25 and 26, Borough of The Bronx, Mr. Thomas S. O'Brien.

DIVISION V, comprising Districts Nos. 27, 29, 31, 32, 33, 34, 35 and 36, Borough of Brooklyn, Mr. Algernon S. Higgins.

DIVISION VI, comprising Districts Nos. 28, 30, 37, 38, 39 and 40, Borough of Brooklyn, Mr. John H. Walsh.

DIVISION VII, comprising Districts Nos. 41, 42, 43 and 44, Borough of Queens, and Nos. 45 and 46, Borough of Richmond, Mr. Edward L. Stevens.

Mr. Albert P. Marble was assigned to the supervision of high and training schools, with the assistance of District Superintendent Henry W. Jameson.

Mr. Clarence E. Meleney was assigned to the supervision of the attendance department and the enforcement of the compulsory education law.

The Committees of the Board of Superintendents for the school year 1903-1904 are as follows:

Committee on Nomination, Transfer and Assignment

Mr. DAVIS, Chairman;

Mr. STEVENS,

Mr. WALSH.

Committee on School Management

Mr. O'BRIEN, Chairman;

Mr. WALSH,

Mr. EDSON.



## Committee on Course of Study, Libraries, Text-Books and Supplies

Mr. STEVENS, Chairman;

Mr. EDSON,

Mr. O'BRIEN.

## Committee on High Schools and Training Schools

Mr. MARBLE, Chairman;

Mr. HIGGINS,

Mr. MELENEY.

## Committee on Evening Schools, and Vacation Schools and Play-grounds

Mr. HIGGINS.

## Committee on Compulsory Education

Mr. MELENEY.

## Special Committee on World's Fair

Mr. EDSON.

The District Superintendents and their assignments are as follows:

	Districts.	
John H. Haaren,	1 and	9,
Julia Richman,	2	" 3,
Edgar Dubs Shimer,	4	" 5,
Gustave Straubenmüller,	6	" 7,
Edward W. Stitt,	8	" 12,
James Lee,	10	" 11,
John L. N. Hunt,	13	" 15,
Joseph S. Taylor,	14	" 18,
Edward D. Farrell,	16	" 17,
Seth T. Stewart,	19	" 22,
John Dwyer,	20	" 21,
Arthur McMullin,	23	" 24,
Alfred T. Schauffler,	25	" 26,
Charles W. Lyon, Jr.,	27	" 29,
John Griffin,	28	" 30,

	Districts.
Grace C. Strachan,	31 and 34,
Edward B. Shallow,	32 " 36,
William A. Campbell,	33 " 35,
James M. Edsall,	37 " 38,
James J. McCabe,	39 " 40,
Cornelius E. Franklin,	41 " 42,
John J. Chickering,	43 " 44,
Darwin L. Bardwell,	45 " 46.

#### SPECIAL ASSIGNMENTS

Evangeline E. Whitney to Vacation Schools, Playgrounds and Recreation Centres.

Matthew J. Elgas to Evening Schools.

Henry W. Jameson to assist Associate City Superintendent Marble in the supervision of High and Training Schools.

The following changes occurred in the *personnel* of the District Superintendents between December, 1902, and December, 1903, by the election of the following persons:

Edward W. Stitt, *vice* Clarence E. Meleney, elected Associate City Superintendent.

Julia Richman, *vice* Charles S. Haskell, deceased.

#### NUMBER AND CLASSIFICATION OF SCHOOLS

At the close of the school year 1902-1903 the number of schools in operation in each of the boroughs was as follows:

MANHATTAN	
Training school for teachers.....	1
High schools .....	4
Elementary schools .....	201
Truant school .....	1
Nautical school .....	1
<b>Total .....</b>	<b>208</b>

The following changes were made in the organization of schools in Manhattan during the school year:

Two new school buildings were opened, viz., No. 184, and the Wadleigh High School. When the new Wadleigh High School building was completed the pupils were transferred to it from four buildings then in use in various sections of the city, viz.: 146 Grand street, 36 East 12th street, 244 East 52d street, and 82d street and West End avenue; and these buildings were given over to other uses.

Girls' Technical High School.—A technical high school for girls was organized on September 8, 1902, in the building at 36 East 12th street, with an annex at 146 Grand street.

High School of Commerce.—A commercial school for boys was organized in the upper floors of Public School 67, No. 120 East 46th street, on September 8, 1902, with an annex at 244 East 52d street. This school moved into its new building in September, 1903.

Public School No. 192.—An elementary school was organized on September 8, 1902, in the building of the Hebrew Orphan Asylum at 136th street and Amsterdam avenue.

Public School No. 180.—This school which had been an annex of Public School 1 was made an independent school on October 1, 1902.

The following schools were consolidated during the school year ending July 31, 1903:

Public School No. 25—3 schools consolidated into 2  
 Public School No. 7—3 schools consolidated into 2  
 Public School No. 88—2 schools consolidated into 1  
 Public School No. 3—2 schools consolidated into 1  
 Public School No. 27—2 schools consolidated into 1  
 Public School No. 73—2 schools consolidated into 1

Public School No. 49—3 schools consolidated into 2  
 Public School No. 14—3 schools consolidated into 2  
 Public School No. 23—2 schools consolidated into 1  
 Public School No. 76—2 schools consolidated into 1  
 Public School No. 103—3 schools consolidated into 1  
 Public School No. 17—2 schools consolidated into 1  
 Public School No. 79—2 schools consolidated into 1  
 Public School No. 2—2 schools consolidated into 1

By this means the cost of supervision was very considerably reduced while the efficiency of the schools consolidated was increased.

There are also 45 Corporate Schools—industrial schools and orphan asylums—that receive a share of the general school fund.

#### THE BRONX

High school .....	1
Elementary schools .....	39
	<hr/>
Total .....	40

#### BROOKLYN

Training school for teachers .....	1
High schools .....	6
Elementary schools .....	135
Truant school .....	1
	<hr/>
Total .....	143

The number of elementary schools in Brooklyn was increased by three during the school year, on the opening of three new buildings, viz., Public Schools 129, 132, and 140.

There are 11 corporate schools that share in the general school fund.

## QUEENS

High school .....	1
High school departments .....	6
Elementary schools .....	73
	<hr/>
Total .....	80

The number of elementary schools in Queens was increased by one during the school year by the opening of Public School No. 80.

The high school departments are all located in buildings which are for the most part occupied by elementary schools, as follows :

No. 11, Woodside avenue, Woodside.

No. 14, Chicago avenue, Elmhurst.

No. 20, Sanford avenue and Union street, Flushing.

No. 39, State street and Roanoke avenue, Far Rockaway.

No. 47, Hillside and Union avenues, Jamaica.

No. 52, Elm street, Richmond Hill.

## RICHMOND

High school departments .....	2
Elementary schools .....	33
	<hr/>
Total .....	35

The high school departments are located in No. 14, Stapleton, and No. 20, Port Richmond. In September, 1902, the high school department in No. 1 was consolidated with the high school department in No. 14.

One new building was opened in this borough during the school year, namely, No. 32.

## NEW BUILDINGS

In the following printed tables are given by boroughs: (a) the new buildings and additions which were opened during the past school year; (b) those opened between September 1 and November 30, 1903; (c) those in course of erection on November 30, 1903; and (d) the buildings contracted for on November 30, 1903, but which were not commenced on that date:

## BOROUGH OF MANHATTAN

The following buildings were opened during the past school year:

			SITTINGS
No. 18 (Addn)	121 East 51st street.....		300
No. 49	" 237 East 37th street.....		500
No. 73	" 209 East 45th street.....		100
No. 184	116th and 117th streets, between Fifth and Lenox avenues.....		2,500
No. 22 (Addn)	Stanton and Sheriff streets.....		1,000
Recreation Pier School, foot of East 3d street.....			1,000
Wadleigh High School, 114th and 115th streets, between Seventh and Lenox avenues.....			2,700
			<u>8,100</u>

The following buildings were opened between September 1 and November 30, 1903:

			SITTINGS
No. 89 (Addn)	135th street and Lenox avenue.....		900
No. 161	" Ludlow and Delancey streets.....		100
No. 186	145th and 146th streets, between Broad- way and Amsterdam avenue.....		2,790
No. 188*	Manhattan, East Houston, Lewis and East 3d streets .....		4,350
H. S. of Commerce, 65th and 66th streets, between Broad- way and Amsterdam avenue.....			1,730
			<u>9,870</u>

\*Only 20 classrooms in this building were actually ready for use on November 30, 1903.

The following buildings were in course of erection on November 30, 1903:

		SITTINGS
No. 31	Monroe and Gouverneur streets.....	2,400
No. 92 (Addn)	Broome and Ridge streets.....	1,150
No. 190	82d street and Third avenue.....	1,600
No. 110	Broome and Cannon streets.....	1,800
No. 183	66th street, east of Third avenue.....	1,600
No. 39	126th street, east of Third avenue.....	1,600
No. 106	Mott and Elizabeth streets, near Prince street .....	2,400
No. 108 (Addn)	60 Mott street.....	50
		<hr/>
		12,600

The following buildings were contracted for but not yet commenced on November 30, 1903:

		SITTINGS
No. 62	Hester, Norfolk and Essex streets.....	4,350
No. 150	95th and 96th streets, east of Second avenue .....	2,500
No. 165 (Addn)	108th street, between Amsterdam avenue and Broadway .....	800
		<hr/>
		7,650

#### BOROUGH OF THE BRONX

The following building was opened during the past school year:

		SITTINGS
No. 164 (Addn)	141st street and Brook avenue.....	540

The following buildings were in course of erection on November 30, 1903:

		SITTINGS
No. 23	165th street, between Tinton and Union avenues.....	2,400
No. 6	177th street, Vyse avenue, West Farms...	1,600
No. 34	Amethyst avenue, Van Nest.....	800

(Continued.)

	SITTINGS
No. 37            145th and 146th streets, east of Willis avenue .....	2,500
Morris High School, 166th street, Boston road and Jackson avenue .....	2,510
	<hr/>
	9,810

The following building was contracted for but not yet commenced on November 30, 1903:

	SITTINGS
No. 29 (Addn) Cypress avenue and 136th street.....	1,200

## BOROUGH OF BROOKLYN

The following buildings were opened during the past school year:

	SITTINGS
No. 132            Manhattan and Metropolitan avenues....	1,200
No. 92 (Addn) Rogers avenue, near Robinson street....	400
No. 140            60th street, near Fourth avenue.....	1,600
No. 129            Quincy street, near Stuyvesant avenue...	1,600
No. 106 (Addn) Cornelia street and Hamburg avenue....	100
	<hr/>
	4,900

The following school buildings were opened between September 1 and November 30, 1903:

	SITTINGS
No. 138            Prospect Place and Nostrand avenue (Brooklyn Training School for Teach- ers) .....	2,400
No. 130            Ocean Parkway and East 5th street....	800
No. 141            Leonard street, between McKibben and Boerum streets .....	2,400
No. 139            Avenue C, between 13th and 14th streets.	1,600
	<hr/>
	7,200



The following buildings were in course of erection on November 30, 1903:

		SITTINGS
No. 91	Albany avenue .....	800
No. 144	Howard avenue, Prospect Place and St. Mark's avenue .....	2,400
No. 145	Central avenue and Noll street.....	2,400
No. 119	Avenue K and E. 38th street.....	1,200
No. 142	Henry and Rapelyea streets.....	1,600
No. 123 (Addn)	Irving avenue, between Willoughby ave- nue and Suydam street.....	1,400
No. 143	Havemeyer, between N. 6th-7th streets..	2,400
No. 7 (Addn)	Bridge and York streets (baths and kin- dergarten rooms) .....	100
No. 84 (Addn)	Glenmore and Stone avenues.....	900
No. 47	Pacific and Dean streets, near Third ave- nue .....	1,750
No. 146	18th and 19th streets, between Sixth and Seventh avenues .....	2,500
No. 100 (Addn)	West Third street, near Park Place.....	200
No. 104 (Addn)	92d street, Fifth and Gelston avenues...	200
Manual Training	High School, Seventh avenue, between 4th and 5th streets.....	2,575
		<hr/> 20,425

#### BOROUGH OF QUEENS.

The following school building was opened during the past school year:

		SITTINGS
No. 80	Greenpoint avenue and Pearsall street, L. I. City.....	700

The following building was opened between September 1 and November 30, 1903:

		SITTINGS
No. 5	Academy street, L. I. City, (westerly half of building) .....	550

The following buildings were in course of erection on November 30, 1903:

	SITTINGS
No. 81           Bleecker street and Cypress avenue, L. I. City .....	2,400
No. 83           Vernon avenue .....	1,200
No. 84           Albert and Theodore streets, L. I. City..	1,700
No. 47 (Addn) Hillside avenue, Jamaica.....	150
No. 57 (Addn) Curtis avenue, Morris Park.....	200
No. 51 (Addn) Richmond Hill .....	400
L. I. City High School, Wilbur avenue and Radde street...	1,200
	<hr/>
	7,250

#### BOROUGH OF RICHMOND

The following building was opened during the past school year:

	SITTINGS
No. 32           Stapleton .....	400

The following school building was opened between September 1 and November 30, 1903:

	SITTINGS
No. 34           Fingerboard road, Ft. Wadsworth.....	400

The following school buildings were in course of erection on November 30, 1903:

	SITTINGS
No. 19 (Addn) Greenleaf avenue, West New Brighton...	200
No. 26           Linoleumville .....	600
Richmond Borough High School No. 1, New Brighton....	750
	<hr/>
	1,550

#### SUMMARY OF NEW BUILDINGS

The following table presents a summary of the sittings provided or undertaken for elementary school purposes in each of the boroughs during the fifteen months that elapsed between September 1, 1902, and November 30, 1903:

# ELEMENTARY SCHOOL SITINGS

	Manhattan	The Bronx	Brooklyn	Queens	Richmond	Total
In buildings opened during the school year .....	5,400	540	4,900	700	400	11,940
In the buildings opened between Sept. 1 and Nov. 30, 1903 .....	8,140	.....	7,200	550	400	16,290
In buildings in course of erection Nov. 30, 1903. ....	12,600	7,300	17,850	6,050	800	44,600
In buildings contracted for but not commenced Nov. 30, 1903. ....	7,650	1,200	.....	.....	....	8,850
Totals .....	33,790	9,040	29,950	7,300	1,600	81,680

The following table gives a summary of the sittings in high schools provided, or undertaken during the period from September 1, 1902, to November 30, 1903:

#### HIGH SCHOOL SITTINGS

	Manhattan	The Bronx	Brooklyn	Queens	Richmond	Total
In buildings opened during the school year .....	2,700	....	....	....	....	2,700
In buildings opened between Sept. 1 and Nov. 30, 1903.....	1,730	....	....	....	....	1,730
In buildings in course of erection Nov. 30, 1903.....	....	2,510	2,575	1,200	750	7,035
In buildings contracted for but not commenced Nov. 30, 1903.....	....	....	....	....	....	....
Totals .....	4,430	2,510	2,575	1,200	750	11,465

The figures set forth in these tables cannot justly be compared with those published in my annual report for the school year ending July thirty-first, 1902. In the first place, my former report recorded the progress of building operations up to and including December 31st, 1902, thereby taking cognizance of the work done during the entire calendar year 1902. This report, on the other hand, deals only with the work of eleven months of the year 1903. The difference of one month, however, must be considered as of importance because of the fact that the Board of Education was prepared to let during the month of December, 1903, a large number of contracts for school buildings, the money for which had already been appropriated.

There is, however, another consideration which would render such comparison unfair. During many months of 1903 it was impossible because of strikes in the building trades to secure bidders or satisfactory bids on large contracts. Where contractors were bold enough to bid, their tenders were practically prohibitive. These building troubles are now apparently at an end for the present, and during the last month of the year the school building bureau expects to let contracts for work long planned, in amounts which will probably create a new month's record for such work.

It is, however, a source of some satisfaction to note that, while the labor world has been troubled, the actual number of sittings in the elementary schools opened, under way, or under contract, for the period from July 31st, 1902, to November 30, 1903, was only 1,386 less than the record for the longer period from July 31st, 1901, to December 31, 1902. Operations on high schools show no reduction. It is pleasing to note also that the statistics show a continuance of the condition under which school buildings were erected without reference to borough lines. The Borough of Brooklyn, it will be seen, from the tables, although smaller in population than Manhattan, has on its record only 3,840 fewer sittings than are accorded to Manhattan Island. It is typical of this spirit also that the boroughs of Queens and Richmond have more sittings tabulated for the period covered by these tables than were shown in former reports.

The number of sittings in buildings contracted for in each of the years since consolidation, on January 1, 1898, and for the eleven months of 1903 is given in the following table:

1898 .....	4,550
1899 .....	26,049
1900 .....	23,514
1901 .....	21,019
1902 .....	48,875
1903 (11 months) .....	28,630

It should be noted that in spite of the disturbances in the building trades during 1903, more sittings have been contracted for in eleven months than was the case in any entire year heretofore, with the exception of the year 1902. That the smaller number of sittings begun this year is due, not to lack of money, but to other conditions, is established by the fact that the Board of Estimate and Apportionment and the Board of Aldermen have appropriated for school buildings during 1903 the sum of \$9,788,430. This, I think, is easily the largest amount of money ever granted for this purpose in a single year. It exceeds by \$1,788,430 the allowance during the preceding year. When this sum is invested in new schools, it should go far towards giving every child of school age in the city a full day's instruction.

When, however, the schools have caught up with the school population it will be necessary to continue extending them in proportion to the annual increase in school registration. The register of pupils in September, 1903, exceeded the register for September, 1902, by 36,522. It will be necessary, therefore, to make large appropriations for school buildings each year if school accommodation and population are to grow apace.

#### GENERAL STATISTICS

Statistics in detail regarding school attendance, etc., will be found in Appendix A. The following table presents the net enrollment, average register and the average attendance of pupils in all the schools of the city during the year 1902-1903, as compared with the corresponding figures for 1901-1902; the average

register in the different classes of schools, and other general facts of interest:

	1901-1902	1902-1903	Increase	Per Cent
Net enrollment in all schools . . . . .	588,614	575,568	13,046*	2.22*
Average daily attendance . . . . .	420,480	439,928	19,448	4.63
Per cent of average daily attendance on average register . . . . .	91	89	....	2.00*
Average register in high schools . . .	15,185	17,065	1,880	12.38
Average register in training schools . . . . .	611	611	....	....
Average register in elementary schools . . . . .	437,654	466,730	29,076	6.64
Average register in kindergartens .	6,391	10,639	4,248	66.47
Number of superintendents . . . . .	35	35	....	....
Number of directors of special branches . . . . .	15	16	1	6.66
Number of teachers of special branches . . . . .	293	305	12	4.09
Number of training school principals . . . . .	2	2	....	....
Number of training school teachers . . . . .	43	42	1*	2.33*
Number of high school principals . .	10	12	2	20.00
Number of high school teachers . .	630	730	100	15.87
Number of elementary school principals and heads of departments . . . . .	634	670	36	5.68
Number of elementary school teachers . . . . .	10,181	10,585	404	3.97
Number of kindergarten teachers . .	226	299	73	32.30
Average number of pupils to a teacher in high schools based on the average register . . . . .	24	23	1*	4.17*
Average number of pupils to a teacher in elementary schools based on the average register . . .	43	44	1	2.33
Average number of pupils to a teacher in kindergartens . . . . .	28	36	8	28.57†
	*Decrease			

†The increase in the number of pupils to a kindergartner is accounted for by the fact that many classes were in charge of substitute teachers, as regular kindergarten teachers could not, at all times, be obtained.

NET ENROLLMENT.—The following table presents the net enrollment by boroughs as compared with the preceding year:

Borough	1901-1902	1902-1903	Decrease	Per Cent of Decrease
Manhattan.....	342,035	290,603	10,089	2.95
The Bronx.....		41,343		
Brooklyn.....	197,188	197,607	419*	.21*
Queens.....	37,361	34,082	3,279	8.78
Richmond.....	12,030	11,933	97	.81
Total.....	588,614	575,568	13,046	2.22

\* Increase.

Formerly, all pupils whose names appeared upon the rolls of any school in any borough were counted in the net enrollment. In this way some thousands of pupils, transferred from one borough to another borough, were counted twice. This custom was inevitable as long as the boroughs were each under separate superintendents. It was a mistaken, but up to last year, unavoidable custom. Last year, for the first time, to ascertain the net enrollment, the pupils transferred from the schools of one borough to the schools of another borough, were deducted from the total enrollment, instead of being counted twice.

COMPARISON BETWEEN NET ENROLLMENT AND POPULATION.—Comparing the net enrollment of pupils in the public schools with the population as estimated by the Department of Health, we find the following results:

Borough	Population	Net Enrollment	Proportion in Public Schools
Manhattan.....	1,919,289	290,603	15.1 per cent
The Bronx.....	270,463	41,343	15.3 "
Brooklyn.....	1,295,155	197,607	15.3 "
Queens.....	183,559	34,082	18.6 "
Richmond.....	72,765	11,933	16.4 "
Entire City.....	3,741,231	575,568	15.4 per cent



The facts given above may be stated in another form, as follows: In Manhattan one person out of every 6.6 persons in the population was enrolled some part of the year in the public schools; in The Bronx one person out of every 6.5 persons; in Brooklyn one person out of every 6.6 persons; in Queens one person out of every 5.4 persons; in Richmond, one person out of every 6.1 persons.

REGULARITY OF ATTENDANCE.—The regularity of attendance is determined by a comparison of the average register and the average daily attendance. The following table shows the percentage of average daily attendance on average register as compared with the preceding year for each borough:

Borough	1901-1902	1902-1903
Manhattan.....	94	91
The Bronx.....		85
Brooklyn.....	89	87
Queens.....	89	86
Richmond.....	85	84

The per cent of average attendance on average register is 89 as compared with 91 in the preceding year. The decrease in percentage does not indicate any falling off in the regularity of attendance, but only a change in the method of keeping the register. Formerly, whenever a pupil was absent for five days, his name was stricken from the roll. A better plan has been put into force by which a pupil's name is always retained on the register, no matter how long he may be absent, until he is definitely accounted for, either by transfer to another school, by going to work, or by some other legitimate method. It is obvious that by striking a pupil's name from the roll solely because of absence for a few days, a principal can easily rid himself of all responsibility for undesirable pupils. Such a plan becomes a fertile cause of truancy. Under the new scheme each principal is held responsible for every pupil enrolled, and cannot rid himself of that responsibility as long as the child remains or is required to remain in school.

The least regular attendance is found in Richmond, the least densely populated of all the boroughs; and the most regular, in Manhattan, where the densest population is found, and where, consequently, children have the shortest distances to walk.

NUMBER OF SITTINGS AND REGISTER COMPARED.—The following table gives the number of regular sittings as shown by the number of pupils that could be properly accommodated at the end of June, 1903, as compared with the register on September 30, 1903:

Borough	Number of pupils that could be properly accommodated at the end of June, 1903	Number of pupils on register Sept. 30, 1903	Deficiency of sittings
Manhattan.....	248,487	264,090	15,603
The Bronx.....	44,722	44,681	41*
Brooklyn.....	169,650	181,916	12,266
Queens.....	30,654	31,626	972
Richmond.....	11,995	11,208	787*
	505,508	533,521	28,013

\*The Bronx and Richmond show an excess of sittings.

In the number of sittings represented by the first column, I have not counted sittings in rented buildings or sittings in rooms temporarily occupied but not intended for classroom purposes.

INCREASE IN AVERAGE ATTENDANCE.—The next table shows the increase and the rate of increase in the average attendance in each borough during the school year 1902-1903:

Borough	Average Attendance 1901-1902	Average Attendance 1902-1903	Increase	Rate of Increase
Manhattan.....	244,426	220,700	12,968	5.3 per ct.
The Bronx.....		36,694		
Brooklyn.....	143,427	148,552	5,125	3.5 "
Queens.....	24,151	25,118	967	4. "
Richmond.....	8,476	8,864	388	4.6 "
	420,480	439,928	19,448	4.6 per ct.

**PART TIME PUPILS.**—The number of children on part time on June 30, 1903, as compared with corresponding number on June 30, 1902, is shown in the following table:

Borough	June 30, 1902	June 30, 1903
Manhattan.....	15,126	25,344
The Bronx.....		3,396
Brooklyn.....	17,375	22,988
Queens.....	2,846	3,741
Richmond.....	.....	340
	35,347	55,809

On October 31, 1903, the number of children attending on part time had increased to 91,365, as shown by the following table:

Borough	Oct. 31, 1903
Manhattan.....	45,374
The Bronx.....	6,109
Brooklyn.....	33,801
Queens.....	5,355
Richmond.....	726
	91,365

The great increase in the number of part time pupils during the fall months of 1903 is explained by the policy of requiring that all pupils over six years of age who apply for admission must be admitted. Waiting lists are abolished. The plan adopted is this: Each elementary school is given a district for purposes of registration. The principal and clerks are required to be in attendance three days, and the teachers, one day, before the opening of the school

term. Ample notice is given to the people of the neighborhood. All children over six are registered on application at the school in the district in which they reside. If there is room for them they are assigned to appropriate classes. If there is not room, they are transferred by the district superintendents to schools in which there are vacant sittings, or they are provided for in part-time classes. While the number of part-time classes has thus been increased, waiting lists, except for children of kindergarten age (under six), have been abolished, and every child over six who applies has been admitted.

PRINCIPALS AND TEACHERS IN ELEMENTARY SCHOOLS.—The following table shows the number of supervising officers in elementary schools—principals and heads of department or assistants not teaching—as compared with the number of regular teachers:

Borough	Supervising Officers	Teachers
Manhattan.....	265	5,339
The Bronx.....	43	917
Brooklyn.....	287	3,601
Queens.....	58	769
Richmond.....	17	258
	670	10,884

In Manhattan there is one supervising officer in the elementary schools for every 20.1 teachers; in The Bronx there is one supervising officer for every 21.3 teachers; in Brooklyn there is one supervising officer for every 12.5 teachers; in Queens there is one supervising officer for every 13.2 teachers; and in Richmond there is one supervising officer for every 15.2 teachers.

On the recommendation of the Board of Superintendents, your Board has adopted new rules limiting the number of principal's assistants who are given supervisory duties. These rules were most necessary, not merely as a measure of economy, but to preserve the teaching force from the evils of over-supervision. As a result of this measure it was not found necessary to appoint any new heads of department in the elementary schools of Brooklyn between February 1, 1902, and December 31, 1903. All vacancies were filled by the transfer of the heads of department in excess.

**THE TOTAL SUPERVISING AND TEACHING FORCE.**—The following table shows the total supervising and teaching force for all the schools, as it was distributed between the sexes, on July 31, 1903:

Office	Men	Women	Total
Superintendents .....	33	2	35
Directors of special branches ....	8	8	16
Special teachers of special branches .....	82	223	305
High school principals .....	12	.....	12
Elementary school principals ....	193	212	405
Assistants, not teaching, in elementary schools .....	2	263	265
Training school principals .....	2	.....	2
Training school teachers .....	6	36	42
High school teachers .....	323	407	730
Elementary school teachers .....	614	9,971	10,585
Kindergartners .....	....	299	299
	1,275	11,421	12,696

**DISTRIBUTION OF PUPILS.**—The following table shows the proportion of all the pupils in the schools, those in high schools, those in elementary schools, and those in kindergartens, in each of the boroughs:

## AVERAGE REGISTER, SCHOOL YEAR 1902-1903: 494,434

Borough	High Schools		Elementary Schools		Kindergartens	
	Average Register	Per cent of Whole Number	Average Register	Per cent of Whole Number	Average Register	Per cent of Whole Number
Manhattan.....	6,292	2.6	232,072	95.9	3,696	1.5
The Bronx.....	1,772	4.1	40,359	93.1	1,217	2.8
Brooklyn.....	7,177	4.2	158,528	93.6	3,738	2.2
Queens.....	1,347	4.6	26,266	90.3	1,478	5.1
Richmond.....	477	4.5	9,505	90.6	510	4.9
	17,065	3.5	466,730	94.4	10,639	2.1

Of the whole number of pupils in the schools 3.5 per cent are in the high schools, as against 3.3 per cent in the preceding year; 2.1 per cent are in kindergartens, as against 1.4 per cent during the preceding year.

SEX OF PUPILS.—The following table shows the distribution of the pupils on average register by sex:

School	Boys	Girls	Total
Training Schools .....	44	567	611
High Schools .....	6,860	10,205	17,065
Elementary Schools .....	235,580	231,150	466,730
Kindergartens .....	5,517	5,122	10,639
Total .....	248,001	247,044	495,045

**HIGH SCHOOL ENROLLMENT.**—The following table shows the high school enrollment during the past year, as compared with 1902:

Borough	High School Enrollment, 1902	High School Enrollment, 1903	Rate of Increase
Manhattan.....	9,525	9,601	23.7 per ct.
The Bronx.....		2,184	
Brooklyn .....	9,782	9,538	2.5 “ *
Queens .....	1,528	1,786	16.9 “
Richmond.....	626	592	5.4 “ *
Total.....	21,461	23,701	10.4 per ct.

\* Decrease.

The large increase in Manhattan and The Bronx is accounted for by the opening of the Girls' Technical High School and the High School of Commerce. The decrease in the enrollment in the Brooklyn and Richmond schools is probably due to a change in the method of determining the enrollment whereby only the pupils who were actually taught during some portion of the time were counted.

**GROWTH OF KINDERGARTENS.**—The following table shows by boroughs the number of kindergarten classes, teachers, and pupils, and the rate of increase under each head on July 31, 1903, as compared with July 31, 1902:

Borough	Classes	Increase	Teachers	Increase	Average Register	Increase
Manhattan.....	169	75%	105	41%	3,696	67.6%
The Bronx.....	39		36		1,217	
Brooklyn .....	127	53%	104	21%	3,738	62.5%
Queens .....	55	53%	45	29%	1,478	50.8%
Richmond.....	14	180%	9	80%	510	184.9%
Total ....	404	66%	299	32%	10,639	66.5%

The extraordinary growth in public kindergartens is one of the most marked features of the past year. It is due to three causes: (1) The fact that the revised charter provides that children under six years of age, if admitted at all, shall be taught only in kindergartens; (2) the liberality of the Board of Education in providing kindergarten accommodations, hiring premises where there was no room in the regular buildings; and (3) the praiseworthy activity of the local school boards in urging the establishment of kindergartens and in finding suitable premises.

#### AVERAGE AGE OF ELEMENTARY SCHOOL GRADUATES

The following table shows the average ages of the children graduated from the elementary schools during the year in each of the boroughs:

Borough	Boys		Girls	
	Yrs	Mos	Yrs	Mos
Manhattan.....	14	5	14	6
The Bronx.....	14	7	14	7
Brooklyn.....	14	9	14	10
Queens.....	14	9	14	9
Richmond.....	14	6	14	5

The close approximation of the average ages of the pupils who complete the elementary school course in the various boroughs, shows that the seven-year course of study formerly maintained in Manhattan and The Bronx gives the pupils in those boroughs no advantage over the pupils in the other boroughs which have eight-year courses.



## THE LICENSING OF TEACHERS

The appointment of principals and teachers is made by the Board of Education in all classes of schools on the nomination of the Board of Superintendents. Nominations are made by the latter body from eligible lists prepared by the Board of Examiners after careful examination of applicants for license. Names are placed on these lists in the order of standing at examination. Applicants are nominated in the same order, except that the Board of Superintendents is authorized by the charter to consider for each vacancy the three names standing highest on the appropriate eligible list. In this way, appointments, and, to a very large extent, promotions are the result of competitive examination. Political, social, and religious influences have thus been practically eliminated from the appointment and promotion of teachers.

The only exception to the rule that all teachers must be appointed in the order of standing from eligible lists is in the case of the training schools for teachers. For these schools the law permits the Board of Superintendents to nominate according to its best judgment. All training school teachers must, however, be licensed by the Board of Examiners.

The following tables show the number of persons who applied for each of the licenses for which examinations were held, the number of those who passed and had their names placed on eligible lists, and the number of those who failed:

### TRAINING SCHOOLS

	Number of Applications	Number Granted	Number Refused
Model Teachers.....	26	25	1

## HIGH SCHOOLS

	Number of Applications	Number Granted	Number Refused
Principals .....	1	1	..
First Assistants.....	81	28	53
Assistants .....	407	166	241
Junior Teachers .....	56	35	21
Substitute Teachers .....	37	23	14
Library Assistants .....	15	7	8
Clerk.....	9	3	6

## ELEMENTARY SCHOOLS

## HEAD OF DEPARTMENT

Number of Applications	Number Granted	Number Refused
11	11	..

## GRADUATING CLASS LICENSES

Number of Applications	Number Granted	Number Refused
160	67	93

## LICENSE FOR PROMOTION

Number of Applications	Number Granted	Number Refused
351	148	203

## KINDERGARTEN LICENSES

Number of Applications	Number Granted	Number Refused
178	120	58

## LICENSE NO. 1 OR GRADE B

	Number of Applications	Number Granted	Number Refused
*Normal College of The City of New York .	657	319	251
New York Training School for Teachers ...	142	135	7
Brooklyn Training School for Teachers....	221	157	64
All other Normal and Training Schools....	265	154	111
College of The City of New York .....	190	56	134
All other Colleges .....	68	20	48
Holders of State Certificates .....	1	1	...
Applicants who claimed eligibility on their experience .....	31	11	20
Renewals .....	2	1	1
Ineligible Applicants.....	135	...	135
Totals .....	1,712	854	771

\*Of the number who were graduated from the Normal College and licensed during the year, 43 applied prior to July 31, 1902, and are included in the number of applications during the year. In addition to the 319 licenses granted, 87 of those who applied during the year were licensed subsequently to July 31, 1903.

## TEACHERS OF SPECIAL BRANCHES

	Number of Applications	Number Granted	Number Refused
Cooking.....	1	1	..
Manual Training and Drawing.....	59	17	42
Shopwork .....	12	4	8
Physical Training .....	31	10	21

## SUBSTITUTE LICENSES

Number of Applications	Number Granted	Number Refused
854	703	151

LICENSES TO TEACH IN VACATION SCHOOLS AND  
PLAYGROUNDS

	Number of Applications	Number Granted	Number Refused
Vacation Schools and Playgrounds....	3,628	1,893	1,735
Evening Recreation Centres .....	110	65	45

## EVENING SCHOOLS

Number of Applications	Number Granted	Number Refused
2,555	1,596	959

## LICENSES RENEWED AND MADE PERMANENT

All licenses granted by the Board of Examiners are good for one year. They may be renewed for two successive years by the City Superintendent, and, after three years of continuous satisfactory service on the part of the holder, may be made permanent. The following table shows the number of licenses renewed or made permanent during the year and the number of cases in which renewal was refused :

GRADE	First Renewal	Second Renewal	Third Renewal	Fourth Renewal	Made Permanent	Renewals Refused
<b>Training Schools :</b>						
Model Teacher .....	3	6	....	....	1	....
First Assistant .....	....	2	....	....	1	....
Assistant.....	9	2	....	....	4	....
Critic Teacher .....	2	....	....	....	3	....
<b>High Schools:</b>						
First Assistant .....	1	3	....	....	....	....
Assistant.....	92	80	2	....	55	....
Junior Teacher.....	4	4	....	....	1	....
Clerk.....	1	1	....	....	....	....
<b>Elementary Schools:</b>						
Principals .....	16	23	....	....	17	....
Heads of Department.....	14	31	....	....	10	....
License No. 2 .....	7	3	2	....	5	....
License No. 1 .....	949	1,067	14	3	911	7
Kindergarten .....	85	20	....	....	16	....
Drawing .....	7	2	....	....	2	....

## LICENSES RENEWED AND MADE PERMANENT—CONTINUED

GRADE	First Renewal	Second Renewal	Third Renewal	Fourth Renewal	Made Permanent	Renewals Refused
Director of Drawing .....	....	....	....	....	1	....
Music.....	....	....	....	....	1	....
Sewing .....	6	3	....	....	4	....
Cooking.....	8	3	....	....	2	....
Shopwork .....	4	1	....	....	8	....
German .....	7	3	....	....	5	1
Physical Training.....	3	....	....	....	1	....
French .....	1	....	....	....	1	....
Truant School:						
Principal .....	1	....	....	....	....	....
Assistant Teachers .....	....	....	1	....	1	....
Physical Training .....	....	....	....	....	1	....

## TRAINING SCHOOLS

Admission to the training schools is determined, under regulations established in accordance with law by the State Superintendent, by an examination conducted by the City Superintendent. The following tables exhibit the number of applicants, the number admitted, and the number refused admission during the year:

## NEW YORK TRAINING SCHOOL FOR TEACHERS

	Sept., 1902	Feb., 1903	Total
Number of Applicants .....	161	34	195
Number Admitted .....	82*	11	93
Number Refused Admission .....	76	23	99

\* 3 declined.

## BROOKLYN TRAINING SCHOOL FOR TEACHERS

	Sept., 1902	Feb., 1903	Total
Number of Applicants .....	329	275	604
Number Admitted .....	182	164†	346
Number Refused Admission .....	147	106	253

† 5 declined.

The following table shows the number graduated from the training schools during the school year 1902-03:

	Feb., 1903	June, 1903	Total
New York Training School for Teachers .....	58	83	141
Brooklyn Training School for Teachers .....	168	....	168

The most notable events in the history of the two Training Schools for Teachers were the extension of the course from one year to two years in Brooklyn in order to accord with the course in the New York Training School, and the installation of the Brooklyn school in a new building. The school had quite outgrown its former quarters which were never suitable. I recommend that the Brooklyn Training School building be completed at the earliest possible date.

We have been unable to obtain the number of properly trained kindergartners required to teach the kindergarten classes established. I recommend, therefore, that a kindergarten department be established in the New York Training School next September. Young women who have completed one year of training might then be permitted a choice as to whether during the last year of the course they will prepare for the grades or for kindergarten work.

It is interesting to note, that, while the increased requirements for New York City licenses have resulted in securing for the local schools teachers better qualified in academic and professional branches, this higher standard also has reacted on institutions for the training of teachers over which the Board of Education has absolutely no control. Many schools for the training of kindergarten teachers which heretofore had altogether too low a standard of entrance requirements, have, since New York City demanded a full high school education of such teachers, raised their entrance tests considerably. Similarly, the requirement of a course of two years of professional training has led a number of kindergarten training schools to extend their courses from a one-year to a two-year system of instruction.

### KINDERGARTENS

The following table shows the number of public kindergartens in existence on June 30, 1902, and the number in existence on October 31, 1903:

	PUPILS	CLASSES		
	Oct., '03	Oct., '03	June, '02	Gain, '03
Manhattan.....	5,072	158	142	16
The Bronx.....	1,432	42	39	3
Brooklyn.....	5,372	146	127	19
Queens.....	1,824	57	56	1
Richmond.....	657	17	14	3
Totals.....	14,357	420	378	42

The very remarkable increase in the number of kindergartens is due to the fact that the revised charter provides that children



under six years of age may not be admitted to the grades. If they attend public school at all, they must attend in kindergarten classes. This provision of law has led to a great increase in the number of children seeking admission to such classes. Strenuous efforts have been put forth to meet this demand. Two very serious obstacles, however, have been encountered in providing the necessary kindergartens: (1) The lack of suitable rooms; (2) the scarcity of properly trained kindergarten teachers.

Wherever it has been possible, rooms for kindergarten purposes have been set apart and furnished in public school buildings. Where this course was impossible, rooms have been hired in the neighborhood as far as the means at the disposal of the Board of Education would permit. In all new buildings, rooms specially adapted for kindergarten purposes are provided. The dearth of properly trained kindergarten teachers can be supplied only by establishing a kindergarten training department under the control of the Board of Education. I have already recommended that such a department be opened in the New York Training School next September.

## HIGH SCHOOLS

### ENTERING CLASSES

The following table shows the number of pupils who graduated from the highest classes of the elementary schools during the year and the number of such pupils who entered the high schools:

Borough	Graduates	Number entering High Schools, January and June, 1903	Per Cent
Manhattan.....	9,438	5,687	60
The Bronx.....	1,756	1,141	65
Brooklyn.....	5,460	3,479	64
Queens.....	850	595	70
Richmond.....	329	287	87

In addition to the number of graduates of the elementary schools in Manhattan and The Bronx who entered the public high schools, several hundred boys entered the preparatory department of the College of the City of New York, and several hundred girls entered the Normal College. Both of these colleges, I regret to say, are still competing with the public high schools for the graduates of the grammar schools.

#### GRADUATION FROM HIGH SCHOOLS

The following table shows the number of pupils graduated from the high schools in the several boroughs:

##### BOROUGH OF MANHATTAN

	January, 1903		June, 1903		Total
	Boys	Girls	Boys	Girls	
DeWitt Clinton .....	20	..	77	..	97
Wadleigh .....	..	..	..	63	63
Girls Technical .....	..	..	..	16	16

##### BOROUGH OF THE BRONX

Morris .....	14	6	23	35	78
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##### BOROUGH OF BROOKLYN

Girls High ...	..	204	..	197	401
Boys High ...	25	..	36	..	61
Manual Training High.....	10	11	11	50	82
Erasmus Hall.....	18	101	13	69	201
Commercial .....	50	..	42	..	92
Eastern District .....	9	5	4	10	28

##### BOROUGH OF QUEENS

Long Island City .....	..	..	7	7	14
High School Department No. 11 ..	..	..	5	7	12
" " No. 14 ..	..	..	9	9	18
" " No. 20 ..	..	..	18	8	26
" " No. 39 ..	..	..	2	4	6
" " No. 47 ..	..	1	7	24	32
" " No. 52 ..	..	..	4	10	14

## BOROUGH OF RICHMOND

		January, 1903		June, 1903		Total
		Boys	Girls	Boys	Girls	
High School Department No. 14		..	..	2	5	7
"	" No. 20	..	..	1	6	7

The total number of pupils who graduated from all the high schools was 1,255.

## AVERAGE AGE OF HIGH SCHOOL GRADUATES

The following table shows the average age of boys and the average age of girls graduated from the high schools during the year in each of the boroughs:

Borough	February, 1903			
	Boys		Girls	
	Yrs	Mos	Yrs	Mos
Manhattan .....	17	11	18	4
The Bronx .....	18	..	18	1
Brooklyn .....	18	..	18	5
Queens .....	17	8	18	1
Richmond .....	16	6	17	6

## HIGH SCHOOL ATTENDANCE

The following table shows the average register in each high school for the year 1902-3 as compared with the average register for 1901-2, together with the percentage of increase or decrease:

	Average 1901-2	Register 1902-3	Percent of Increase	Percent of Decrease
DeWitt Clinton .....	2,289	2,083	....	9.0*
High School of Commerce .....	....	705	....	....
Wadleigh .....	2,691	2,413	....	10.3*
Morris.....	1,706	1,772	3.9	....
Girls Technical ... ..	....	1,191	....	....
Girls High ... ..	2,349	2,382	1.4	....
Boys High .....	1,039	1,115	7.3	....
Manual Training.....	808	858	6.2	....
Erasmus Hall.....	1,668	1,512	....	9.4
Eastern District .....	527	600	13.8	....
Commercial .....	523	710	35.8	....
Long Island City .....	279	261	....	6.5
P. S. No. 11, H. S. Dept., Queens..	127	137	7.9	....
“ No. 14, H. S. Dept., Queens..	182	207	13.7	....
“ No. 20, H. S. Dept., Queens..	241	259	7.5	....
“ No. 39, H. S. Dept., Queens..	52	79	51.9	....
“ No. 47, H. S. Dept., Queens..	235	283	20.4	....
“ No. 52, H. S. Dept., Queens..	108	121	12.0	....
“ No. 14, H. S. Dept., Richmond	158	189	19.6	....
“ No. 20, H. S. Dept., Richmond	253	288	13.8	....
“ No. 1, H. S. Dept., Richmond	50	Discontinued, Sept., 1902.		
	15,285	17,065	11.7	....

\*The decrease in the average register of the DeWitt Clinton High School was caused by the organization of the High School of Commerce; the decrease in the Wadleigh High School was caused by the organization of the Girls Technical High Schools. In each of these instances many hundreds of pupils were transferred to the two new schools.

The following table shows the register in each high school on September 30, 1903:

	Register, September 30, 1903
DeWitt Clinton.....	2,269
High School of Commerce .....	919
Wadleigh .....	2,858
Morris.....	1,885
Girls Technical .....	1,394
Girls High .....	2,259
Boys High .....	1,145
Manual Training.....	1,017
Erasmus Hall.....	1,486
Eastern District .....	644
Commercial .....	843
Long Island City .....	248
P. S. No. 11, H. S. Dept., Queens.....	124
“ No. 14, H. S. Dept., Queens.....	175
“ No. 20, H. S. Dept., Queens.....	301
“ No. 39, H. S. Dept., Queens.....	93
“ No. 47, H. S. Dept., Queens.....	330
“ No. 52, H. S. Dept., Queens.....	132
“ No. 14, H. S. Dept., Richmond .....	248
“ No. 20, H. S. Dept., Richmond .....	299
	<hr/> 18,669

The rapid growth of the high schools is one of the most remarkable phenomena of the school system. It shows better than any amount of argument or eloquence that these schools are meeting the wants of the people and that the people want the schools.

In order to meet the varied needs of their patrons, some of the schools have been adapted to particular purposes. For instance

two great commercial high schools for boys have been established: the New York High School of Commerce and the Brooklyn Commercial High School. A Technical High School for girls which, in addition to the regular high school course, also presents a two-year course to prepare its pupils for occupations in which women easily find employment, has been in operation with success for nearly a year. The other high schools have what is called the regular high school course, which prepares students for entering at once upon life, for entering college, or for entering our training schools for teachers. This course, which was fully described in my last annual report, is a judicious compromise between the old "iron-clad" course for all students and the system of free election of studies which is gradually filtering down from the college to the high school. Each student is required to study the prescribed course in English, one foreign language, mathematics, science, drawing, singing, and physical culture, and then may elect certain other studies which he desires to pursue.

It will probably be found expedient during the coming year to establish the two-year course for girls now found only in the Girls' Technical High School in certain other schools, notably the Manual Training High School of Brooklyn, the Long Island City High School in Queens, and the Curtis High School in Richmond.

The greatest need at present in Manhattan is for a high school in which manual training shall be the leading feature. A site for such a school, between East Fifteenth and East Sixteenth streets, near Second avenue, is now in possession of the Board of Education. The plans for the building have been ordered. I urgently recommend the prosecution of this project with all possible vigor.

#### HIGH SCHOOL BUILDINGS

Early in the year the new Wadleigh High School building was filled to overflowing, and rooms were secured for an annex in P. S. 186 on 145th street.

The increased attendance in the DeWitt Clinton High School

has made it necessary to open a new annex for this school in P. S. 165 in West 109th street; and for similar reasons another annex has been opened for the Girls' Technical High School in P. S. 9, at 82d street and West End avenue.

The new building of the High School of Commerce, in West 65th street, was occupied September 14, 1903, though it was not entirely finished.

The new Morris High School, 166th street, near Boston road and Jackson avenue, will be occupied about February 1, 1904.

The Richmond Borough High School, to be called the Curtis High School (after the distinguished scholar, George William Curtis), will be occupied February 1, 1904.

The Long Island City High School is approaching completion but will not be ready for use on February 1, 1904. The Manual Training High School, Brooklyn, will not be completed before September, 1904.

The site for the DeWitt Clinton High School has been at last fixed on Tenth avenue, between 58th street and 59th street, and the contract for the building has been awarded.

The plans for the new building for the Commercial High School of Brooklyn are rapidly nearing completion. It is hoped that this structure will be opened in 1905.

In addition to my recommendation with regard to a manual training high school in Manhattan, I submit the following:

1. A new site and building for the Girls' Technical High School in Manhattan. This school is now housed in three buildings, one of which is undesirable, another is a floor in an elementary building, while the third, by reason of defective light, should not be used for school purposes.

2. A building on Washington Heights to receive the overflow from the DeWitt Clinton and the Wadleigh High Schools.

3. A building for the Eastern District High School of Brooklyn. The main building of this school is an old house formerly used for library purposes. The overflow has been imperfectly accommodated in hired premises. Some relief will be afforded by occupying two floors in the new elementary building No. 144. This relief, however, can be only temporary as that entire building will soon be needed for elementary pupils.

4. An addition to the Erasmus Hall building that has outgrown its present premises which are, at best, but temporary.

5. Additions to the Boys' and the Girls' High Schools of Brooklyn for laboratory and gymnasium purposes.

6. A building in which to combine the high school departments of Jamaica, Far Rockaway and Richmond Hill in Queens. These departments are now occupying premises which are greatly needed for elementary school purposes, while they are abnormally expensive on account of the large number of teachers in each department required to teach a comparatively small number of pupils.

7. An addition to the new Curtis High School in Richmond. Before a year from date this school will be filled to overflowing. To meet the varied needs of the community it should have, in addition to the regular high school course, manual training and commercial departments. To provide for these departments, as well as to receive the constantly increasing number of pupils, more room is urgently needed.

Long before the buildings suggested are completed, I believe it will be necessary to keep most of the high school buildings open to five o'clock in the evening and thus to make the buildings accommodate double sets of teachers and double sets of students.



## COMMERCIAL COURSES IN HIGH SCHOOLS

For the present the Brooklyn Commercial High School has been permitted to continue its former three-year course. On May 27, 1903, a four-year course with an additional elective course of one year was adopted for the New York High School of Commerce. This course is as follows:

## THE HIGH SCHOOL OF COMMERCE

## FIRST YEAR

Required	Periods
English .....	4
German, French or Spanish .....	4
Algebra .....	4
*Biology (with especial reference to materials of commerce).....	4
Greek and Roman History.....	2
†Business Writing .....	4
††Stenography .....	2
††Drawing .....	2
*Physical Training .....	2
Music .....	1
	<hr/>
	25
Electives	Periods
Business Arithmetic .....	1
Commercial Geography .....	1

\*Including Physiology.

†First half year.

††Second half year.

## SECOND YEAR

Required	Periods
English .....	3
German, French or Spanish .....	4
Plane Geometry .....	3

	Periods
Chemistry (with especial reference to materials of commerce).....	4
Mediæval and Modern History (with especial reference to economic history and geography).....	3
Drawing .....	2
Stenography .....	2
Physical Training .....	2
	—
	23
Electives	Periods
German, French or Spanish .....	4
Business Forms and Bookkeeping .....	3
Business Arithmetic .....	1
Commercial Geography .....	1

## THIRD YEAR

Required	Periods
English .....	3
German, French or Spanish .....	4
Algebra and Geometry .....	3
Physics .....	5
English History (with especial reference to economic history and geography) .....	3
Physical Training .....	2
	—
	20
Electives	Periods
German, French or Spanish .....	4
Bookkeeping and Commercial Arithmetic.....	4
Stenography and Typewriting .....	3
Drawing .....	2

## FOURTH YEAR

Required	Periods
English .....	3
German, French or Spanish .....	4
Economics and Economic Geography .....	4

	Periods
History of the United States (with especial reference to industrial and constitutional aspects) .....	4
Physical Training .....	2
	—
	17

Electives	Periods
German, French or Spanish .....	4
A third language .....	4
Advanced Chemistry .....	4
Trigonometry and Solid Geometry.....	4
*Elementary Law and Commercial Law.....	4
Advanced Bookkeeping, Business Correspondence and Office Practice .....	4
Stenography and Typewriting .....	4
Drawing .....	2

\*Students who do not elect law in the fourth year may receive instruction in Commercial Law in connection with Advanced Bookkeeping.

#### FIFTH YEAR

Required	Periods
English .....	3
Logic, Inductive and Deductive .....	3
Physical Training .....	2
	—
	8

Electives	Periods
A foreign language .....	4
Advanced Mathematics .....	4
Advanced Physics .....	4
Industrial Chemistry .....	4
Economic Geography .....	4
(19th Century History, Europe and Orient; Diplo- matic History, United States and Modern Europe). ..	4

	Periods
Banking and Finance, Transportation and Communication.....	4
Administrative Law and International Law.....	4
Accounting and Auditing .....	4
Business Organization and Management.....	4
Drawing .....	4
Advanced Economics .....	4

#### GENERAL PROVISIONS

1. A period shall not exceed fifty minutes.
2. Drawing and art study, physical training and vocal music shall not be considered as subjects requiring preparation.
3. Of subjects requiring preparation, no student shall be required to take more than twenty-one periods per week.
4. No new class in an elective subject need be formed in the second year for less than 25 pupils; in the third year, for less than 20 pupils; in the fourth year, for less than 15 pupils.
5. Exercises in voice training and declamation shall be given at least once a week during the first year, and they may be continued throughout the course.
6. In order to graduate from the High School of Commerce a student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies so that the total amount of required and elective studies shall equal 3,000 periods of work requiring preparation, and shall extend over not less than three years and not more than six years. Due credit shall be given by the principal for work done by a pupil in other high schools.
7. A certificate of graduation shall be awarded at the close of the fourth year to each student who satisfactorily completes the work up to that point. The fifth year shall be regarded as supplementary to the regular course, and shall be open to all students who have graduated from a high school course of four years.

## ELEMENTARY COURSE OF STUDY

The most important work accomplished during the year was the formulation and adoption of a new course of study for elementary schools. The preparation of a uniform course was rendered necessary by the terms of the Charter which went into effect in February, 1902. Prior to that time there were four different elementary courses of study within The City of New York; one in Manhattan and The Bronx, one in Brooklyn, one in Queens, and one in Richmond. The courses in Queens and Richmond were modeled closely on the Brooklyn course, so that the chief difficulties were experienced in harmonizing the differences between the Manhattan course and the Brooklyn course.

The chief differences between these two courses were the following:

1. Brooklyn had an eight-year course; Manhattan and The Bronx, a seven-year course.

2. In Manhattan and The Bronx, cooking was taught to girls and work-shop practice (carpentry) to boys of the upper grades; in Brooklyn, these subjects were not taught.

3. In Manhattan and The Bronx pupils were permitted in certain grades to take up the study of the German language or the French language; such was not the case in Brooklyn.

4. Something of inventional geometry and of elementary algebra (as an aid to arithmetic) were taught in the higher grades in Brooklyn, while they were not found in the Manhattan course.

As far as the other subjects of study, usually embraced in an elementary curriculum, were concerned, the differences were chiefly in arrangement and in detail and were not difficult to harmonize.

The methods adopted to reconcile the differences set forth in the foregoing paragraphs were as follows:

1. The elementary course was made uniformly one of eight years throughout the city. The reasons which determined the Board

of Superintendents to make this recommendation to the Board of Education, were the following:

(a) The attempt to cover in seven years in the schools of Manhattan and The Bronx the same amount of work which is covered in eight years in the other boroughs and sometimes in nine years (as in Boston) in the other large cities of the country, resulted in putting an amount of pressure on the children in the Manhattan and The Bronx schools of which complaint was justly made by parents. It would have been something worse than folly to extend this pressure to the children of the other boroughs.

(b) The maintenance of a course of only seven years in the elementary schools had placed the graduates of the Manhattan and The Bronx high schools at a great disadvantage as compared with the graduates of high schools in the other boroughs and in the other cities and the villages of the State. The Regents of the University of the State of New York grant full recognition to the diploma of a high school as entitling the holder to enter a college or a professional school, only when the high school maintains a four-year course founded upon an eight-year elementary course. By the adoption of a uniform eight-year elementary course throughout the city, the disabilities under which the high school graduates of Manhattan and The Bronx had labored ever since high schools were established in those boroughs, were removed.

(c) The compulsory school age—the age during which children are required by law to be in school—has been extended to fourteen. A child who enters the first-year grade at six will have completed, if of average ability, the eight-year course at the same time as that at which he is permitted to leave school and go to work. By the establishment of an eight-year course he advances to something new each term instead of being compelled, as he would be under a seven-year course, to thresh over old straw during at least a year of the course. To make the upper limit of the elementary school course synchronous with the upper limit of the compulsory school age, is a most decided advantage to the thousands of boys and girls who are obliged to leave school and go to work as soon as the law permits.

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(d) It was found that the change could be made from a seven to an eight-year course in Manhattan and The Bronx without shutting out children from the first year and without serious derangement of the work of the schools. The reason is that while the course was nominally one of seven years it was really a course of eight years. In other words it took the majority of the children eight or even nine years to do the work laid down for seven years. The proof of this statement lies in the facts, first, that the children completing the seven-year course in Manhattan and The Bronx were as old as the children completing the eight-year course in Brooklyn and older than those completing the courses of that length in Queens and Richmond; and, second, that in nearly every school duplicate grades existed in some part of the school by which the majority of the children were required to spend a year in doing the work laid down for half a year.

The criticism has been made on the eight-year course that it has "tacked on" a year to the old course and so has shut many thousands of children out of the schools. Such is not the case. In the first place, no children have been shut out; all children over six years of age who have applied, have been admitted, while the kindergartens (taking children under six) have increased enormously. In the second place, a year has not been "tacked on." The actual conditions have been recognized. The duplicate grades, wherever existing, have been given new names. The children who would have been, had the old course continued, in the graduating classes of the seven-year course, are now in the graduating classes of the eight-year course. The proof is that there will be no break in the transfer of pupils from the elementary schools to the high schools. Had a year, as has been asserted, been "tacked on" to the elementary course, there would have been at least one year during which no children could have been advanced from the elementary schools to the high schools.

The second of the marked differences in the course of study in Manhattan and The Bronx as compared with the other boroughs was that cooking was taught to girls and work-shop practice to boys in the higher grades of the course in the former boroughs and not in

the latter. This difficulty was resolved by providing that cooking may be taught to all girls in the last two years of the course and work-shop practice to all boys throughout the city. The reasons are that a knowledge of the art of cooking should be one of the accomplishments of every woman while it is necessary to the welfare of all the people of the poorer classes where the wives and mothers do the cooking for the family. Possibly cooking is included among the "fads and foibles" of the new course of study. It may well be argued, however, that a knowledge on the part of women of how to cook properly is more necessary for the health, peace, and happiness of the community than a knowledge of history or geography or a knowledge of almost any other branch included by common consent in the elementary curriculum. In like manner work-shop practice was extended to all of the boroughs. This is intended to give the city boy that use of his hands which is necessary in practical life and to discover him to himself. By this last expression I mean that unless a city boy is given some manual work in school he is not likely to discover whether or not he has an aptitude for such work. Experience shows, moreover, that such work as that obtained at the carpenter's bench gives the boy a new conception of the dignity of labor, while in many boys it develops the power of attention and concentration which book studies fail to arouse. These are the considerations which influenced the Board of Superintendents to recommend the extension of cooking and work shop practice which had been established in Manhattan and The Bronx, to the other boroughs. Unfortunately, however, this extension is still chiefly upon paper, as it has not yet been found possible to fit up cooking rooms and work-shops in the older schools in Brooklyn, Queens, and Richmond. All the newer buildings, however, are supplied with this equipment.

The third difficulty which confronted the Board of Superintendents was that the German and French languages were taught to a considerable extent in the schools of Manhattan and The Bronx, while they were not taught at all in the elementary schools of the other boroughs. The question arose, therefore, whether these languages should be eliminated altogether from the course of study or extended to all boroughs. An investigation of the conditions under



which these languages were taught showed that though instruction was given in certain grades for from sixty to ninety minutes a week, the results were deplorably poor. On the other hand, it was found that a considerable public sentiment, particularly among the German element of our population, existed in favor of giving instruction in these languages. Moreover, a majority of the Board of Superintendents were strongly of the opinion that in the last two years of the course there should be one or more elective studies and that by introducing the study of a language at that point the time necessary to spend at high school might be considerably reduced. The final decision was to recommend to the Board of Education that the following elective studies should be introduced during the last year of the course: German, French, Latin, and Stenography. A canvass of the pupils in the last year of the course, made last June, shows that the parents of pupils in public schools upon the whole prefer stenography to any other elective. As it happened, however, teachers for this subject could not be found on so short a notice. The result is that the great majority of the pupils in the last year of the course are studying the German language. It has been introduced into many schools in Manhattan and The Bronx where it was not studied before and into most of the schools in Brooklyn, Queens, and Richmond. It should be added that in some schools in poor foreign neighborhoods it has been deemed advisable by the Board of Superintendents not to permit the study of any of these electives for the present, inasmuch as English itself is to the children a foreign language.

The difference between the Brooklyn course in mathematics and the corresponding course in Manhattan was resolved by adopting the Brooklyn plan of introducing inventional geometry in the seventh year and using algebra as an aid to arithmetic.

#### PRINCIPLES UNDERLYING THE NEW COURSE

A careful analysis of the new course of study will show that its framers kept the following aims steadily in view:

1. To put the child in possession of the means of acquiring

knowledge and of expressing his thought—to enable him to acquire the arts of reading, writing, and arithmetic.

2. To introduce the child to those parts of the intellectual inheritance of the race which he is able to grasp:—to put him in possession of some of the facts of science by leading him to observe the trees and plants and minerals that lie around him; to introduce him to the fairyland of literature with its ideals of life and character; to give him some knowledge of the institutions of his own country by learning his country's story; to excite his reverence for what is great and noble by hearing or reading the lives of some of the great men not only of his own country but of all time; to bring him into relation with the world of art by teaching him to draw, and also to appreciate the beauties of art by observing reproductions of great pictures hung on the walls of the classroom; and to lead him to form rules of conduct for himself by judging intelligently conduct that is portrayed in history and literature and by taking part in the quiet and orderly community life of the school.

3. To give the child the use of his hands, particularly by exercises in constructive work in pliable material and at the carpenter's bench. The country boy gets the use of his hands by working on the farm and "doing chores" around the house; the city boy, as a rule, does not get the use of his hands at all unless he gets it in school. Moreover, all experience shows that an education which consists wholly or even chiefly in absorption is at best only one-half an education and frequently no education at all. Education accomplishes its task only when there is expression as well as impression—expression by acts as well as by words.

4. And lastly, to safeguard the child's physical health and promote his physical development. For this purpose the theoretical course in hygiene required by the law of the State has been utilized, while systematic and progressive exercises in physical training have been established. Here, again, the city child, and particularly the child of the tenements, is at a great disadvantage as compared with his country cousin. He has neither the pure air to breathe, nor the free space in which to play, nor the occupations to attract him to exercises that develop the muscles and keep in good order the

bodily functions upon which health and energy depend. The school must teach him how to breathe and how to play, and must supply the activities that furnish necessary bodily exercise. Indeed, there is no other aim of the school so important as that which seeks to promote the health and development of growing children. If this aim is not measurably attained, the elementary school with its crowded classrooms and long hours of confinement may do more bodily harm than it does intellectual good.

In determining what subjects should be introduced into the course of study the Board of Superintendents was guided chiefly by the following principles laid down by Dr. William T. Harris, United States Commissioner of Education, in the report of the Committee of Fifteen appointed by the National Department of Superintendence:

Your Committee understands by correlation of studies:

#### 1. LOGICAL ORDER OF TOPICS AND BRANCHES

First, the arrangement of topics in proper sequence in the course of study, in such a manner that each branch develops in an order suited to the natural and easy progress of the child, and so that each step is taken at the proper time to help his advance to the next step in the same branch, or to the next steps in other related branches of the course of study.

#### 2. SYMMETRICAL WHOLE OF STUDIES IN THE WORLD OF HUMAN LEARNING

Second, the adjustment of the branches of study in such a manner that the whole course at any given time represents all the great divisions of human learning, as far as it is possible at the stage of maturity at which the pupil has arrived, and that each allied group of studies is represented by some one of its branches best adapted for the epoch in question; it being implied that there is an equivalence of studies to a greater or less degree within each group, and that each branch of human learning should be represented by some equivalent study; so that, while no great division is left unrepresented, no group shall have superfluous representatives and thereby debar other groups from a proper representation.

#### 3. PSYCHOLOGICAL SYMMETRY—THE WHOLE MIND

Third, the selection and arrangement of the branches and topics within each branch considered psychologically with a view to afford the best exercise of the faculties of the mind, and to secure the unfolding of those faculties in their natural order, so that no one faculty is so over-cultivated or so neglected as to produce abnormal or one-sided mental development.

#### 4. CORRELATION OF PUPIL'S COURSE OF STUDY WITH THE WORLD IN WHICH HE LIVES; HIS SPIRITUAL AND NATURAL ENVIRONMENT

Fourth and chiefly, your Committee understands by correlation of studies the selection and arrangement in orderly sequence of such objects of study as shall give the child an insight into the world that he lives in, and a command over its resources such as is obtained by a helpful co-operation with one's fellows. In a word, the chief consideration to which all others are to be subordinated, in the opinion of your Committee, is this requirement of the civilization into which the child is born, as determining not only what he shall study in school, but what habits and customs he shall be taught in the family before the school age arrives; as well as that he shall acquire a skilled acquaintance with some one of a definite series of trades, professions, or vocations in the years that follow school; and, furthermore, that this question of the relation of the pupil to his civilization determines what political duties he shall assume and what religious faith or spiritual aspirations shall be adopted for the conduct of his life.

In arranging the various topics in the course of study the Board of Superintendents proceeded upon the following principles:

1. That the work in each group of studies should be continuous from the point at which it was commenced up to the highest grade.

2. That the various subjects should be so co-ordinated that each study should support and illuminate every other study.

3. That one branch of a study may be substituted in a given grade for another branch of the same study without breaking the continuity. For instance, the study of English history is substituted in the seventh year for the American history of the grades below, in order to prevent indifference to the subject through constant repetition and in order to prepare for a more intensive study of United States history in the eighth year. In like manner, very elementary algebra and inventional geometry are substituted for arithmetic in the seventh year; first, because of the intellectual discipline these studies afford, and, second, because they will render the teaching of arithmetic in the eighth year much more effective than it otherwise would be.

Very full syllabi in interpretation of the course of study have been prepared by the Board of Superintendents and placed in the hands

of the teachers. To the preparation of the course of study and the syllabi the Board of Superintendents devoted all the time its members could spare from their other arduous duties during the entire year. They also had the assistance of a number of committees of principals and teachers and of district superintendents who gave their time and their experience and their labor ungrudgingly and most intelligently to this work. These committees were as follows:

## SYLLABUS COMMITTEES

### ENGLISH

#### *Principals and Teachers*

Emma L. Johnston, Chairman, Public School 140, Brooklyn  
 William A. Boylan, Public School 44, Manhattan  
 Julia Richman, Public School 77, Manhattan  
 La Selle H. White, Public School 3, Brooklyn  
 Almon G. Merwin, Public School 74, Brooklyn  
 Margaret Knox, Public School 15, Manhattan  
 Gustav A. Carls, Public School 32, Bronx

#### *Superintendents*

Edgar Dubs Shimer, Chairman  
 William A. Campbell  
 Edward D. Farrell  
 John H. Haaren

### GEOGRAPHY

#### *Principals and Teachers*

Albert Shiels, Chairman, Public School 40, Manhattan  
 Joseph H. Wade, Public School 23, Manhattan  
 Homer C. Bristol, Public School 10, Brooklyn  
 Charles J. Jennings, Public School 47, Queens  
 Isabella Sullivan, Public School 170, Manhattan  
 John J. Driscoll, Public School 16, Richmond  
 Lucilla E. Smith, Training School, Brooklyn  
 Alice Jackson, Public School 150, Manhattan

#### *Superintendents*

Alfred T. Schauffler, Chairman  
 James J. Chickering  
 Cornelius E. Franklin  
 John Griffin

## HISTORY

*Principals and Teachers*

Frederick L. Luqueer, Chairman, Public School 126, Brooklyn  
 Marc F. Vallette, Public School 36, Brooklyn  
 William C. Hess, Public School 30, Manhattan  
 William J. O'Shea, Public School 171, Manhattan  
 Mary C. McGuire, Public School 59, Manhattan  
 Floyd R. Smith, Public School 16, Brooklyn  
 Ruth E. Granger, Public School 137, Brooklyn

*Superintendents*

John Dwyer, Chairman  
 James J. McCabe  
 Edward W. Stitt  
 James M. Edsall

## NATURE STUDY

*Principals and Teachers*

James E. Peabody, Chairman, Morris High School, Bronx  
 John P. Conroy, Public School 179, Manhattan  
 John Doty, Public School 21, Manhattan  
 Rosina J. Rennert, Girls' Technical High School, Manhattan  
 Josephine E. Rogers, Public School 75, Manhattan  
 Georgiana Brown, Public School 91, Brooklyn

*Superintendents*

Gustave Straubenmüller, Chairman  
 Edward B. Shallow  
 Grace Strachan

## MATHEMATICS

*Principals and Teachers*

M. A. Bailey, Chairman, New York Training School  
 Channing Stebbins, Public School 77, Brooklyn  
 George B. Germann, Public School 94, Brooklyn  
 Isaac N. Failor, Public School 52, Queens  
 Eva L. Buker, Training School, Brooklyn  
 Hannah W. DeMilt, Public School 73, Manhattan  
 James M. Kieran, Public School 103, Manhattan

*Superintendents*

Darwin L. Bardwell, Chairman  
 James Lee  
 Charles W. Lyon, Jr.  
 Arthur McMullin

## DRAWING

*Directors, Principals and Teachers*

James P. Haney, Chairman, Director, Manhattan  
 Walter S. Goodnough, Director, Brooklyn  
 Frank H. Collins, Director, Queens and Richmond  
 Victor I. Shinn, Manual Training High School, Brooklyn  
 Walter M. Mohr, Public School 77, Manhattan  
 Ruth J. Warner, Training School, Brooklyn  
 Mary R. Davis, Public School 1, Manhattan

*Superintendents*

Joseph S. Taylor, Chairman  
 John L. N. Hunt  
 Seth T. Stewart

## GERMAN

*Principals and Teachers*

John Baumeister, Chairman, DeWitt Clinton High School  
 Arnold Kutner, Commercial High School  
 Carl Herzog, DeWitt Clinton High School  
 William Scholl, Public School 79  
 Emil C. Olmsted, Public School 86  
 Anna Constantini, Public Schools 27 and 45

*Superintendent*

Gustave Straubenmüller

I cannot speak too highly of the work performed by these committees. That the new course of study went into operation in all our elementary schools in September—schools which had previously been working under very diverse courses—without any perceptible jar to the school system and practically without criticism on the part of the teaching force, is due in no small measure to the assistance rendered by these committees to the Board of Superintendents. That the course is far from perfect every member of the Board of Superintendents will readily admit. That it is an honest effort on the part of the supervising force and of representative principals and teachers of the schools to make a course of study embodying scientific ideas on elementary education and specially adapted to the needs of this great cosmopolitan community, we have good reason to believe. Experience will doubtless exhibit many defects. When such defects are shown to exist, they will be easily remedied if the same intelligence and the same broadness of view exhibited in making the course are applied to its improvement.

## DEPARTMENTAL SYSTEM OF TEACHING

Of the many changes brought about in the local schools, none probably has been provocative of more serious discussion than the wide adoption by principals of grammar schools of the system of departmental instruction as a substitute for the class-teacher plan. Under the old class-method, each teacher was in charge of a single class to which he or she taught all the subjects of one grade. Under the departmental programme several teachers are assigned to instruct each class in the three highest or, more often, in the two highest years of the elementary course. The method of division is on the seemingly logical basis of subject rather than of groups of children. For instance, one teacher who has a special aptitude for such a branch as is shown by her ability to obtain a higher or specialist's license, will be assigned to teach mathematics in the last two or three years; a second will do similar work in English; a third will be placed in charge of the teaching of elementary science, and so on until the subjects are all apportioned among those specially qualified to teach them. Such divisions, however, are not arbitrary. A teacher with more than one specialty may, if the programme permit, give instruction in two or more branches, or, if the classes be numerous, two teachers may share the responsibility in certain subjects.

In theory, this plan of having children taught specific subjects by those with special ability to impart the content of those branches, seems almost axiomatic in its superiority over a system where one teacher gives instruction in all branches of one grade. Educational theory, however, unfortunately does not always accomplish expected results, and in public school systems results, not theories, are the aim and end. The substitution of a plan of this nature for the old class-system of tuition involves, of necessity, radical changes in school organization. Young children must be moved from study-hall to recitation-room at the beginning of each period, or else, if they be assigned to permanent rooms, must accustom themselves at each period to a new teacher who visits them. The question arises, therefore, as to whether the change from the "mothering" plan, where the instructor has complete charge of a class throughout



a term, to a system of divided influence and movement, is in practice a beneficial innovation. Considerations of conduct and of ethical influence enter into the discussion as well as those of instruction. It is most difficult under any circumstances to predicate the effect of a theory of education before its actual employment and in a cosmopolitan city such as New York, it is impossible to foretell results of important innovations with absolute accuracy, for the reason that there is no means of determining what constitutes the typical class of pupils.

For these several reasons it was not considered wise to make departmental teaching compulsory in the schools. No principal was required to inaugurate the plan. The wide introduction of this system which now prevails in 132 schools is attributable solely, therefore, to the choice of those principals who were entirely free to continue on the old plan or to experiment with the new as their judgments prompted. The system had been discussed at a conference of principals some months ago, but while the apparent advantages and possible disadvantages of this plan in its application to the last two years of the course was analyzed freely, no insistence upon the new order was advanced officially. Possibly this free discussion bore some fruit, and doubtless the new course of study, with its ready adaptability to such a plan, also prompted many to try the experiment. But in each case the principals were entirely free to do as they deemed wise for their particular schools.

The fact, however, that 132 principals are now employing departmental teaching is not in itself conclusive. Nor would any discussion of the problem from the theoretical standpoint be entirely convincing. I have considered it wise, therefore, to go to practice and its actual results for my answer to the question, "Is departmental teaching in the elementary schools a good thing, a hurtful thing, or a plan without special effect?" Those best fitted to answer this question, it seemed to me, were the principals of the schools in which such instruction is now in actual use. Therefore I sent to all principals of elementary schools the following circular-letter:

December 11th, 1903.

*To Principals of Elementary Schools.*

LADIES AND GENTLEMEN: Will you kindly write answers to the accompanying questions and send them to me not later than December 18th, 1903?

Respectfully yours,

WILLIAM H. MAXWELL,

*City Superintendent of Schools.*

1. Have you introduced the departmental system of teaching?  
In what grades?  
How many teachers are working in this way?
2. What is the effect on the teachers?  
(a) Interest in work?  
(b) Methods of teaching?
3. What is the effect on pupils?  
(a) Interest in work?  
(b) Results of work?  
(c) Conduct?  
(d) Penmanship?

To the question, "Have you introduced the departmental system of teaching?" 132 principals replied in the affirmative. The other questions were answered with few exceptions in each case. These replies I have tabulated most carefully, giving to doubtful verdicts their exact value. In summarizing these results I have endeavored to eliminate my own very positive views in favor of the new plan and to give, as far as possible, an unbiased digest of the opinions of the principals actually doing this work. This summary follows:

#### STATISTICAL RESULTS

Number of schools in which the departmental system is employed:

Borough of Manhattan.....	71
Borough of The Bronx.....	11
Borough of Brooklyn.....	19
Borough of Queens.....	23
Borough of Richmond.....	8

Total number of teachers thus employed, 827.

Ten other principals reported that they intend to introduce departmental work in 1904.

Three principals replied that they had tried the plan in the past and had abandoned it.

In answer to the question, "In what grades?" 97 reported that they were using it throughout the last two years of the course; 10 replied that it was in use in the work of the last year and 25 gave replies which can be summarized only as "scattering." These use the system from the fourth year up in all possible combinations.

The work of tabulating in any concise form, the opinions of the principals as to the working of the system, was decidedly difficult in view of the variety of answers to each question. What follows is an attempt at such a tabulated statement in which every judgment not definite in character was given a careful interpretation before it was classified:

#### TEACHERS' INTEREST IN WORK

The answers to the question, "What is the effect on the teachers? (a) Interest in work?" group themselves under the following headings:

	NO. OF PRINCIPALS REPLYING
Increased .....	93
Good or excellent .....	22
Great or enthusiastic .....	3
Is stimulative .....	2
They prefer new plan .....	4
Too early to judge .....	1
No greater .....	3
Doubtful .....	1
Scattering .....	3

The several headings given above do not express the varying degrees of approval. Some principals report very marked improvement and are unreserved in their commendation. It is a fact, however, as this table indicates, that the results have been good in 124 out of 132 schools. They have been negative in but 4 schools. No principal reports that the change of plan has led to a diminution

of interest. In many cases the principals have been at some pains to explain the increase in interest. In some instances it is attributed to the fact that the teacher, having fewer subjects to prepare, can give more incisive attention to each with the result that her view of the subject is broadened and her work with the pupils is more successful. Interest is held to follow successful teaching or, as one principal describes the condition, the "doing of greater justice to the pupils." Some of the opinions on this topic which seem of special interest are as follows:

### MANHATTAN

#### FAVORABLE

- \*P. S. 1, G.—"Increased and continued interest. Excellent system for teacher."
- P. S. 1, B.—"Greater than before; evidenced in a careful preparation of lessons, and special work in the subjects they are teaching."
- P. S. 14, Gr.—"Interest is increased. Having fewer subjects, they are better prepared in them and can do the scholars justice."
- P. S. 20, G.—"Stimulated and increased because of concentration."
- P. S. 23.—"The teachers are much more interested and enthusiastic in their work."
- P. S. 33, G.—"Their interest is increased with their broadened knowledge of their chosen subject."
- P. S. 36, B.—"Having but two subjects to teach, they are better qualified to handle the subjects after especial preparation. They are more interested in their work."
- P. S. 39.—"The unity and continuity of work with fewer subjects enable the teacher to see results, which is always interesting. Rivalry is a factor. It is not exhausting or fatiguing."
- P. S. 58, B.—"They all prefer departmental teaching. They were selected for peculiar fitness. Interest, much greater."
- P. S. 59.—"Interest in work is heightened; is much fresher; is concentrated."
- P. S. 67.—"Has been greatly increased. Teachers all work with greater zeal and all speak well of the change."
- P. S. 71.—"As the teachers have so much more time to devote to their special subjects, they have a greater interest in them."
- P. S. 75.—"Interested to such an extent that no one desires to go back to the old system of class-work."
- P. S. 87.—"The interest is much increased because more time can be devoted to the several subjects."

\* Those who desire the name of the principal will find it given in each case under the heading "Effect on Pupil's Interest" which appears on a subsequent page.

- P. S. 119.—“Greatly interested. Each teacher much prefers the departmental system to the other.”
- P. S. 158.—“Generally enthusiastic; ambitious for their branch; time jealously economized.”
- P. S. 165.—“It puts them on their mettle. The teachers are interested and are fitting up their rooms for their special subjects.”

## UNFAVORABLE

- P. S. 6, G.—“Interest is perhaps a little greater, but the strain is also greater.”
- P. S. 28.—“Many of my teachers like departmental work, but I notice that the strain of necessarily sustained enthusiasm is telling on them physically.”
- P. S. 46.—“There is no lack of interest in their specific subjects, but seemingly not so much in individual pupils as before, or in the general interests of the school.”
- P. S. 73.—“No apparent lack of interest. The only complaint, the shortness of the periods.”

## THE BRONX

## FAVORABLE

- P. S. 11.—“Excellent; the teachers so engaged take up their work with greater zest than heretofore. Naturally interest is increased, for the energy hitherto spread over many subjects is now concentrated upon a few.”
- P. S. 12.—“The teachers study the special subjects with a deeper interest. They are more interested in ‘the individual.’”

## BROOKLYN

## FAVORABLE

- P. S. 10.—“They work harder but would not vote to return to grade teaching.”
- P. S. 75.—“Teachers manifest increasing interest and have shown zeal in preparing their special work.”
- P. S. 108.—“Noticeably marked. Teachers like the change.”
- P. S. 127.—“Generally favorable. Interest would be increased if greater division of subjects were possible.”
- P. S. 140.—“Increased in the cases of teachers who are teaching their chosen subjects. Not decreased in any case.”

## UNFAVORABLE

- P. S. 19.—“I think the interest is increased. They feel, however, a narrowing tendency.”
- P. S. 118.—“Interest is no greater, but centered. Interest in each pupil, somewhat less so far, by necessity.”

## QUEENS

## FAVORABLE

- P. S. 1.—“There is a greater interest in work. The preparation is much better. Teachers say they can teach the fewer subjects better than the many.”
- P. S. 8.—“It increases their interest by concentrating and intensifying their attention.”
- P. S. 19.—“As a whole the teachers show a deeper interest than ever before.”
- P. S. 67.—“More interest in work due to wider range of thought and better command of subject.”

## RICHMOND

## FAVORABLE

- P. S. 12.—“Their interest is quickened, because they are in sympathy with the subjects they teach.”
- P. S. 17.—“They appear better satisfied and more interested than when teaching everything.”
- P. S. 18.—“They prefer it to the old system; are more interested in their work and produce better results.”

## EFFECT ON METHODS OF TEACHING

The answers to the question, “What is the effect on the teachers? (b) Methods of teaching?” were even more pronouncedly in favor of the new plan than were the returns with reference to the interest of teachers. The statistics seem to indicate that in each of the schools where interest had increased or was good, the methods had improved. In fact many principals found a close connection between these two elements. The tabulated results are as follows:

	NO. OF PRINCIPALS REPLYING
Improved .....	103
Good or excellent .....	11
Satisfactory .....	3
Interested in .....	1
No change .....	3
Prefer new plan .....	1
Too early to say .....	1
Not so good .....	1
Doubtful .....	3
No verdict .....	2
Scattering .....	3

From this statement it will be seen that 119 out of 132 schools report favorable results. Only one indicates any deterioration. The explanations given for the improvement in methods, as far as they can be crystallized, attribute this effect to several major causes: 1. The possibility of closer insight and deeper interest; 2. The systematic nature of the instruction; 3. The economy of time; 4. The possibility of more intensive preparation; 5. The specialization and consequently better preparation and presentation; 6. The teaching of a chosen subject; 7. The continuity of work through several grades. Some of the more interesting opinions expressed under the heading of methods follow:

### MANHATTAN

#### FAVORABLE

- P. S. 1, G.—“Methods have improved. Economy in time and effort brings about unity in work and does away with unnecessary repetition.”
- P. S. 1, B.—“Intelligent and logical. The choice of subjects has resulted in giving each teacher those studies which he or she taught best.”
- P. S. 3.—“Concentration gives broader causal view and consequent improvement.”
- P. S. 14, G.—“Because of the reduced number of subjects and the absence of rush incident to the many changes, they are more careful about methods.”
- P. S. 17.—“Improved methods due to the fact that the teacher is able to concentrate whole time and thought on preparation of the one subject required, instead of dividing time between other subjects.”
- P. S. 20, G.—“Specialization, in offering a greater opportunity for preparation, makes the more efficient teacher—it enables her to recognize and apply with clearer discernment the methods best suited to the needs of the pupils.”
- P. S. 39.—“Teacher gets closer insight and deeper interest in subject and generally method follows.”
- P. S. 41.—“Improved because number of subjects is restricted and because the teacher builds on her own foundation and must, therefore, think the plan through to conclusion.”
- P. S. 42.—“Improvement, for each teacher has time to prepare work thoroughly.”
- P. S. 50.—“Systematic planning of work from grade to grade with special attention to individual development.”
- P. S. 59.—“Preparation for work more thorough; strength focused; weakness less damaging.”

- P. S. 67.—“Have been improved; more time for preparation and more practice in teaching special subject.”
- P. S. 68.—“Improves because the teacher has to plan for more than one grade.”
- P. S. 119.—“Methods more definite, concise, concentrated. Results correspondingly better.”
- P. S. 157, G.—“Methods are improved and lessons more fully illustrated.”

## DOUBTFUL

- P. S. 23.—“Improved, although method lacks unity owing to impracticability of correlation.”
- P. S. 28.—“Interferes somewhat with correlation and the teacher’s control of the apperceptive activity of pupils.”
- P. S. 46.—“As most of the teachers have choice of subjects, they are ‘more at home’ and present subjects better, though some complain of overwork.”
- P. S. 48.—“More time and thought have been given to methods. As there is but one class in each grade, the teachers find the work more wearing since a different lesson must be prepared for each class.”

## THE BRONX

## FAVORABLE

- P. S. 12.—“It does away with useless recitations and brings out the individual’s best qualities for imparting and developing.”
- P. S. 32.—“The methods of teaching have been much improved. The teachers have become specialists.”

## BROOKLYN

## FAVORABLE

- P. S. 10.—“The teaching is much stronger on given subjects and the relative claims of different subjects have fuller consideration.”
- P. S. 70.—“An apparent improvement in methods, and a more general attendance on teachers’ conferences and method lectures.”
- P. S. 75.—“It has been easier to correct errors of method; hence methods are improving.”
- P. S. 108.—“The same methods (in any one study) can be used from 7A to 8B, and the accumulated results are better than they were with several teachers, each with a different method.”
- P. S. 126.—“Time gained for better preparation. Precision and better adjustment gained.”
- P. S. 134.—“Work more thoroughly prepared and presented. It requires a systematic development of the work as well as a systematic presentation, as the element of time (40 min.) allows no wasting of time by teacher.”



- P. S. 140.—“Improved, since each teacher has fewer methods to study. The fact that a teacher knows exactly what will be required of her pupils in the grades above or what they have learned in the grades below (she herself being their teacher in these grades) makes her know just how to present the work of any special grade.”

## UNFAVORABLE

- P. S. 19.—“Improved. More time to develop a subject, and less ground to cover. The teachers complain of a lack of time to do individual work, in the way of pulling up weak pupils. They feel that there is less of that class spirit, less of that home or family feeling than ever before.”

## QUEENS

## FAVORABLE

- P. S. 4.—“The methods have improved. Each teacher is doing what she enjoys doing.”
- P. S. 5.—“Greater economy in use of time; greater definiteness and pointedness; more enthusiasm.”
- P. S. 7.—“There is a casting about for best methods with which to obtain results.”
- P. S. 19.—“Decided improvement as each teacher has more time for preparation.”
- P. S. 67.—“Better methods owing to greater mastery of subject from sympathetic as well as analytic view.”
- P. S. 71.—“Better preparation on all subjects; better presentation and fuller illustration.”

## RICHMOND

## FAVORABLE

- P. S. 18.—“Gives an opportunity to look up and use the best methods, and are more careful and thorough in the work.”
- P. S. 23.—“As between teachers, co-operative; toward subjects, correlative; for pupils, conducive to self-activity.”

## EFFECT ON PUPILS' INTEREST

The effect of departmental teaching on the teachers is of course of interest but it is of interest only in so far as it produces or fails to produce results. Granting, however, that a teacher is capable, she is unquestionably a better teacher if her interest be increased and her methods improved. These changes must react favorably

upon the pupils. The effect, however, is to be seen in the results, and the third question is limited to effect upon pupils.

The answers to the question, "What is the effect on the pupils?"

(a) Interest in work?" were as follows:

	NO. OF PRINCIPALS REPLYING
Improved .....	98
Great or excellent .....	6
They prefer new plan .....	6
No change .....	9
Too early to determine .....	1
Doubtful .....	8
Not so good .....	4

In this instance it will be seen that 110 out of 132 replies are very satisfactory and that but 4 indicate that the plan is unsuccessful in this particular. The range of opinion, as far as degree of commendation is concerned, was even greater here than in the case of the other questions. It was noticeable, too, that some persons commended the plan for remedying the very defects which others believed were occasioned by departmental work. The different points of view indicated in the replies seem of such interest that it appears to be wise to publish under this head the individual opinion of each principal. These are as follows:

#### MANHATTAN

- P. S. 1, G.—"Bright, efficient pupils interested; weaker and inefficient show poorer results."—Mary R. Davis.
- P. S. 1, B.—"Pupils exhibit interest in their work during recitation periods."—Benjamin Veit.
- P. S. 3.—"The interest is greater—it is proportional to the increase of the teacher's interest."—Henry E. Jenkins.
- P. S. 5.—"Nearly all pupils seem to like the change, and never absent themselves from a lesson."—Henry Cassidy.
- P. S. 6, G.—"Perhaps a little increased."—Katherine D. Blake.
- P. S. 6, B.—"The pupils appear to be interested in the work."—Wilbur F. Hudson.
- P. S. 9.—"The child's interest is greater because of diversity of methods and the increased interest of the teacher."—Teresa E. Bernholz.
- P. S. 10, B.—"Generally greater."—Ernest R. Birkins.

- P. S. 13, G.—“Their interest seems increased.”—Helen A. Stein.
- P. S. 14, Gr.—“Pupils take more interest in their work.”—John L. Fruauf.
- P. S. 17.—“Increased interest due to various causes; *i. e.* (1) **change of teacher**; (2) change of room; (3) transmitted interest, etc.”—Mary L. Gordon, Acting Principal.
- P. S. 18, B.—“The interest in the work has increased in nearly all subjects.”—Burtis C. Magie.
- P. S. 18, G.—“The pupils are interested but I am not sure that the division of interests accomplishes as much as under the one teacher. Co-ordination of subjects is not as thorough.”—Anna E. Masterson.
- P. S. 20, B.—“Not as well sustained as under the class-system.”—H. W. Smith.
- P. S. 20, G.—“Increased—pupils are generally more alert.”—Mary Maclay.
- P. S. 21.—“Distinctly stimulating so far.”—J. Doty.
- P. S. 23.—“They show greater interest.”—Joseph D. Reardon.
- P. S. 25, G.—“Children seem interested and the large majority say that they enjoy the work.”—Helen A. Hulskamp.
- P. S. 25, B.—“Greatly increased.”—Charles C. Roberts.
- P. S. 27.—“Of particularly great influence in my 8A class.”—Philip H. Grünenthal.
- P. S. 28.—“This is in effect the same as under single teacher for class.”—Jennie MacKenzie.
- P. S. 32.—“Increased.”—Samuel Ayers.
- P. S. 33, G.—“Interest increased and maintained better throughout the day.”—Alida S. Williams.
- P. S. 34.—“Vastly increased.”—Edward Mandel.
- P. S. 36, B.—“The boys are ambitious to have perfect lessons.”—William J. Goldey.
- P. S. 36, G.—“A greater interest is manifested although they find the work to be more difficult.”—Amelia A. Litson, Acting Principal.
- P. S. 38.—“The general verdict is that interest is fine, improved.”—Ida B. Lindheimer.
- P. S. 39.—“The same unity and continuity of development of subject reach an intelligent being and interest and growth must follow.”—Theodore B. Barringer.
- P. S. 40.—“Teachers unanimously declare that pupils’ interest is greater.”—Albert Shiels.
- P. S. 41.—“Interest is greater than under the old plan.”—Katherine Bevier.
- P. S. 42.—“The girls have taken up the work with greater enthusiasm than before.”—Harriet V. R. Field.
- P. S. 43.—“Is more easily sustained because of better preparation of the teacher.”—W. H. J. Sieberg.

- P. S. 44.—“Greater interest on part of pupils.”—William A. Boylan.
- P. S. 46.—“No great difference in this respect. The earnest pupils are interested as before and do excellent work; the lazy and careless continue to be so.”—Abner B. Holley.
- P. S. 48.—“Pupils show more interest than formerly.”—Sadie E. Baird.
- P. S. 50.—“The pupils show a keen interest and enjoy the frequent changes of rooms and teachers.”—Miss Caroline Emanuel.
- P. S. 51.—“Greater.”—Martin H. Ray.
- P. S. 53, G.—“In every line of work the pupils take a deeper interest than when taught by one teacher only.”—Margaret M. Slattery.
- P. S. 54.—“Greater and more intense.”—Margaretta Uihlein.
- P. S. 57.—“Excellent.”—Carrie S. Montfort.
- P. S. 58, B.—“The change of teachers alone is refreshing. Interest begets interest. Better methods imply greater interest.”—W. F. O’Callaghan.
- P. S. 59.—“Greater interest and greater independence, proved by less rigidity in expression.”—Mary C. McGuire.
- P. S. 67.—“Greatly increased on account of variety of subjects, changes at end of periods, changes of teachers.”—William P. O’Flaherty.
- P. S. 68.—“Interest is deepened because they meet different teachers, each of whom is enthusiastic in her special subject.”—Miss Ida Ikelheimer.
- P. S. 69.—See item under the heading “Miscellaneous.”
- P. S. 71.—“Work is more thorough and systematic, creating a greater interest in the pupils.”—Urania D. Secord.
- P. S. 73.—“The pupils like it.”—Hannah W. De Milt.
- P. S. 75, B.—“A greater interest shown—the majority of the pupils prefer the system, though there are quite a few who would prefer the old way.”—Thomas J. Boyle.
- P. S. 77, B.—“Greater interest is shown by the pupils, due, in my judgment to the increased interest on the part of teachers acting reciprocally on them, as well as to the variety produced by change of instructors.”—Edward A. Page.
- P. S. 77, G.—“Increased.”—Isabel W. Smith, Acting Principal.
- P. S. 79.—“The greater enthusiasm of the teachers in their specialties arouses greater interest in pupils.”—Joseph A. Fripp.
- P. S. 84.—“Satisfactory—pupils are earnest and evidently take pleasure in their work.”—Susan M. Mack.
- P. S. 86.—“Greater; but the degree due more to the personality of the teacher than to the subject.”—John J. O’Reilly.
- P. S. 87.—“The interest remained about the same—not much enthusiasm displayed.”—Ellen C. Phillips.
- P. S. 88.—“Greatly increased.”—Mary F. McAleer.
- P. S. 89.—“I doubt if the pupils show as much interest in the general work as formerly. The class spirit is largely lacking.”—John F. Waters.

- P. S. 92.—“The interest is aroused to a greater extent and more effort is made on the part of pupils.”—Annie E. Boyne.
- P. S. 93.—“The pupils like the plan and the interest seems entirely satisfactory.”—Emma S. Landrine.
- P. S. 96, G.—“Change of teacher relieves the monotony and the interest of the child is increased.”—Eliza S. Pell.
- P. S. 103.—“Interest of the pupils is more marked than interest of the teachers.” (“Teachers are much more interested in their work.”)—James M. Kieran.
- P. S. 119.—“Interest stimulated by enthusiasm of teacher for her own subjects.”—Emma C. Schoonmaker.
- P. S. 147.—“In my opinion and in the opinion of all my departmental teachers, the pupils show increased interest in work.”—W. L. Ettinger.
- P. S. 157, G.—“Departmental work equalizes interest in all the studies.”—Olivia J. Hall.
- P. S. 158.—“Increased; more vigorous home study and research.”—B. W. Purcell.
- P. S. 160.—“Show a lively interest and manifest an eagerness to catch all that the incoming teachers have to give in their respective lines.”—Charles F. Hartman.
- P. S. 165.—“Pupils like it, but I think they do less work than before. They cannot be held to their work.”—D. E. Gaddis.
- P. S. 168.—“I think the frequent changes of method in presentment add to the interest in the work.”—Cecilia A. Francis.
- P. S. 169.—“At first there was an increased interest, but in the second term there was a perceptible falling off in several instances. I believe the reason to be as follows: That promotions did not seem like promotions because the pupils had the same teachers as in the previous term, and the work though really new was naturally presented in the same way or taught by the same methods. There was not the novelty about the work that there would have been if continued or taken up with a new teacher.”—Mary Shires.
- P. S. 170, G.—“Interest is more absorbing and more sustained.”—Isabella Sullivan.
- P. S. 171.—“A majority of the teachers in the departmental system have reported increased interest on the part of the pupils.”—W. J. O'Shea.
- P. S. 179.—“From observation of teachers and myself, interest increased.”—John P. Conroy.

#### THE BRONX

- P. S. 1.—“The majority show more interest; the shirks find it possible to shirk more with the divided authority.”—Elijah D. Clark.
- P. S. 4.—“Very great; constantly sustained by seeing new teachers at each period whose enthusiasm communicates a healthy atmosphere.”—William P. McCarthy.

- P. S. 5 (mixed).—"Much greater."—William J. Kennard.  
 P. S. 8.—"Too early to judge results."—John W. Davis.  
 P. S. 9.—"Pupils show increased interest and are almost unanimous in the wish to continue the method."—J. D. Hyatt.  
 P. S. 11.—"Pupils' interest in their work is enhanced because of the new activity brought to play."—J. T. Maguire.  
 P. S. 12.—"The pupils work with greater zest and zeal and take a special interest in the special subjects."—John F. Condon.  
 P. S. 16.—"The majority of the pupils show greater interest in their work."—Morgan Washburn.  
 P. S. 27.—"Improved."—Thomas J. Meighan.  
 P. S. 32.—"The pupils like it and show much greater and more sustained interest in their work."—Gustave A. Carls.  
 P. S. 33.—"Stronger than under old system."—Hugo Newman.

#### BROOKLYN

- P. S. 3.—"Increased interest, pleasure and more self-reliance."—La Selle H. White.  
 P. S. 10.—"Better teaching tends to increased interest."—Homer C. Bristol.  
 P. S. 19.—"Added interest, as the subject is more ably presented."

Opinion of pupils present December 17 (by actual vote)—no teacher being present in the class-room:

	FOR	AGAINST
8B .....	39	23
8A .....	57	16
7B .....	89	6
7A .....	56	8
Total .....	241	53

Not one teacher among the ten is anxious to go back to the old plan next term.

(NOTE.—Four out of ten classes voted unanimously in favor of the new plan).

- P. S. 23.—"Fully as much interest in their work."—Everett Barnes.  
 P. S. 26.—"Increased."—F. H. Perkins.  
 P. S. 44.—"Greater—they work harder."—H. W. Prentiss.  
 P. S. 70.—"A generally improved interest."—George W. Edwards.  
 P. S. 75.—"Increased interest in the several studies as a result of better training."—William S. Mills.  
 P. S. 102.—"The pupils enjoy their work better."—W. W. Smith.  
 P. S. 106.—"It varies. Some children take greater interest, but the shirkers less."—J. V. Witherbee.

- P. S. 108.—“Improved and sustained. A fresh teacher every forty minutes keeps interest up and adds variety of influences at work on pupils. If there is a poor teacher in the force, her influence is more than balanced by the fact that the pupils get help from the good teachers.”—Lyman A. Best.
- P. S. 118.—“Not quite as great as before. They seem to lack individual attention from one person.”—George P. Ryan.
- P. S. 126.—“The pupils for the most part like it. The subjects are more fully and interestingly presented; and the pupils’ interest responds.”—F. L. Luqueer.
- P. S. 127.—“Generally favorable. A large majority of the pupils prefer the departmental system.”—John J. Malarkey.
- P. S. 129.—“Increased interest in work.”—Edward P. Crowell.
- P. S. 130.—“Greater.”—George B. Germann.
- P. S. 134.—“Interest of the pupils increased. In this school the pupils change rooms, which I find beneficial from a hygienic standpoint. Pupils (80 per cent.) would not go back to the old way.”—James S. Morey.
- P. S. 136.—“Improvement, with a good teacher.”—Charles O. Dewey.
- P. S. 140.—“Increased since each teacher is enthusiastic about her own specialty.”—Emma L. Johnston.

#### QUEENS

- P. S. 1.—“Interest about the same as under former plan.”—John F. Quigley.
- P. S. 2.—“They are quite as much interested as they were previous to the adoption of the departmental system.”—Kate H. McWilliams.
- P. S. 4.—“I have not noted much change as yet.”—Robert L. Conant.
- P. S. 5.—“We all agree that interest in general is improved.”—Matthew D. Quinn.
- P. S. 6.—“Good.”—Thomas H. Sweeney.
- P. S. 7.—“No very marked advantages have yet appeared in this respect.”—Martin Joyce.
- P. S. 8.—“Increased.”—John D. Melville.
- P. S. 11.—“Increased interest.”—Theophilus Johnson.
- P. S. 14.—“Pupils feel a greater interest in their work.”—J. D. Dillingham.
- P. S. 17.—“Pupils show more interest in their work.”—Josephine M. Lawlor.
- P. S. 19.—“Generally show deeper interest and enjoyment in their work.”—Arthur C. Mitchell.
- P. S. 20.—“Interest is broadened and increased.”—John H. Clark.
- P. S. 22.—“Pupils’ interest is broader and greater.”—John H. Clark.
- P. S. 27.—“Greater.”—Henry Delamain.
- P. S. 34, 35.—“Increased interest.”—John A. Loope.

- P. S. 37.—“There is an increased interest.”—J. M. Whitenack.  
 P. S. 47.—“It has a good effect on industrious pupils; a bad effect on indolent ones.”—C. J. Jennings.  
 P. S. 52.—“Pupils more interested.”—I. N. Failor.  
 P. S. 67.—“Complaints as to lack of time in which to prepare work. Less equalization in assignment of work.”—J. Wesley Drumm.  
 P. S. 71.—“More interested than in class-room work.”—Maurice I. Jewell.  
 P. S. 78.—“Increased.”—Fred H. Mead.  
 P. S. 79.—“Increased interest.”—William H. Carr.

#### RICHMOND

- P. S. 3.—“Improvement.”—G. J. Jennings.  
 P. S. 12.—“Their interest is quickened, as the element of variety enters into their daily routine.”—Thomas C. Harty.  
 P. S. 14.—“Improvement.”—A. H. Burdick.  
 P. S. 15 and 16.—“Increased.”—John J. Driscoll.  
 P. S. 17.—“There are, no doubt, greater stimulus and increased interest.”—S. McK. Smith.  
 P. S. 18.—“They give more attention to their work, show more interest and enthusiasm than under the old system.”—T. F. Donovan.  
 P. S. 20.—“Improving.”—Eugene W. Putnam.  
 P. S. 23.—“Greater.”—D. J. Keator.

#### RESULTS IN PUPILS' WORK

The replies to the question, “What is the effect on the pupils? (b) Results of work?” showed much less unanimity. Fewer principals asserted that results were an improvement in this direction and a few more saw deterioration. The table is as follows:

	NO. OF PRINCIPALS REPLYING
Improved .....	56
Excellent .....	3
Good .....	6
Satisfactory .....	23
No change .....	7
Too early to judge .....	16
Not so good .....	8
Not satisfactory .....	1
Harder to obtain .....	2
Doubtful as to effect .....	4
No verdict .....	3
Scattering .....	3



It is interesting to note that 42 per cent. of the principals report that positively beneficial results have been obtained. In 85 out of the 132 schools, the results appear to be entirely satisfactory. In but 11 cases is there an expression of definite disappointment or disapproval. It will be noticed that the replies under this heading in many cases contradict each other sharply. An instance of this is the statement of one principal that absence has decreased, which is opposed to the finding of another principal that absence has increased in the afternoon sessions. Of particular interest is the statement of several principals to the effect that under the new plan children gain in independence of thought and in self-reliance, although a more general expression of this opinion is to be found under the answers dealing with the question of conduct of pupils where the increase in self-government is noted by many. Some of the principals in discussing results express entire satisfaction with the new plan and not a few find "satisfactory" not strong enough to represent their views of the work accomplished. One of these principals gave as her verdict: "The best prepared 8 B classes we ever had." Another finds the results more tangible, a third finds that the pupils retain their information better. Those who object to the results obtained, attribute failure to the lack of personal attention from the teacher. Others see in it danger for the weaker pupils and think it a bad system for shirks. A somewhat novel point of view is found in the statement of one principal, that if there be a weak teacher, her negative influence is diluted by the fact that the children come for a greater part of the time under stronger teachers. Some of the more interesting of the several opinions follow:

#### MANHATTAN

##### FAVORABLE

- P. S. 3.—"Better results are produced. Responsibility of subject is fixed through several grades. No part of course is slighted through dislike of teacher for particular subject."
- P. S. 14.—"Results are better—particularly if one of the teachers be weak. Then that class gets three-fourths good instruction at least."
- P. S. 39.—"(1) From my observation, the boy now begins to look at his work subjectively. (2) From report cards, from teachers' and principals' tests, conservatively the standards in the several subjects have risen 25 per cent."

- P. S. 41.—“Pupils gain in independent thinking and the work is better except that the absolute time limit often cuts short an excellent lesson. Periods too short.”
- P. S. 42.—“Satisfactory. I think that, in time, more will be accomplished than under the old system. Pupils are becoming more self-reliant.”
- P. S. 54.—“Satisfactory. Pupils prepare every subject more faithfully because treated individually.”
- P. S. 58, B.—“Much more satisfactory; less mechanical in kind, and broader in scope.”
- P. S. 67.—“The work, I think, has improved. The drawing, especially, is better; composition, grammar, and reading, also.”
- P. S. 68.—“As a whole, results are better, because the pupils are more interested and are thrown more upon their own resources.”
- P. S. 92.—“Pupils grasp subjects more clearly and readily and seem to retain better.”
- P. S. 119.—“Self-control, self-reliance of pupil developed. Better scholarship.”
- P. S. 157, G.—“They are more tangible, and the pupils feel more responsible.”
- P. S. 168.—“I have, by universal consent after three terms’ trial of departmental work, the best prepared 8B classes we ever had.”

## UNFAVORABLE

- P. S. 1, G.—“On the whole satisfactory. Fatigue is very evident about 2 P.M. Absence has increased in P.M. session.”
- P. S. 84.—“Considering the time allowance (40 minutes) which does not permit of drill, weaker scholars particularly suffer.”
- P. S. 87.—“Higher rating is obtained, but less information.”
- P. S. 158.—“Better results with pupils mentally able; weak pupils do not get the same personal attention as before.”
- P. S. 179.—“Improved in some respects though shirking not so readily corrected as in class teaching.”

## THE BRONX

## FAVORABLE

- P. S. 9.—“Generally satisfactory and in mathematics, composition and literature (taught practically by specialists) greatly improved.”
- P. S. 12.—“The results show vast improvement especially in the department of English in this school.”
- P. S. 32.—“The character of the work has been much improved. No subjects are now slighted. All receive their proper attention.”

## BROOKLYN

## FAVORABLE

- P. S. 3.—“Better. Inefficiency of poor teachers not increased but more apparent.”
- P. S. 10.—“On the whole stronger and better balanced.”
- P. S. 75.—“Work is more thorough. Less time is wasted. Every subjects gets its prescribed time.”
- P. S. 108.—“Examination at end of two months gave better results than were obtained last term at end of same period. It is too soon, however, to make decided statement. Everything looks favorable.”
- P. S. 136.—“Children accomplish more. One lesson supplements another. More children promoted with approval of class teacher.”

## UNFAVORABLE

- P. S. 126.—See under “Conduct.”

## QUEENS

## FAVORABLE

- P. S. 11.—“Results are very much more satisfactory. A smaller number fail, and those who have entered high school, on the whole, have done better work there.”
- P. S. 27.—“Naturally better.”

## UNFAVORABLE

- P. S. 47.—“Good for pupils who desire to excel; bad for those who are indifferent. ”

## RICHMOND

## FAVORABLE

- P. S. 18.—“Improved attendance. Study more intelligently. The pupils who graduated last year were better equipped to take up high school work than those of previous years.”

## EFFECT ON PUPILS' CONDUCT

The effect of the departmental system on the conduct of pupils has been questioned even by those who admit that this plan would augment interest and probably lead to better scholastic results. Many there were also who feared that the possible deterioration in conduct would offset or make impossible any improvement in other directions. The replies to the question, “What is the effect on the pupils? (c) Conduct?” have, therefore, no little educational interest. The summary of these answers follows:

	NO. OF PRINCIPALS REPLYING
Improved .....	35
Good or excellent .....	14
Satisfactory .....	17
Easier to maintain .....	2
Increases sense of personal responsibility .....	6
No trouble .....	3
No change .....	26
Too early to say .....	2
No improvement .....	8
Not so good .....	10
Harder to maintain .....	2
Not satisfactory .....	2
Scattering .....	2
Doubtful .....	2
No verdict .....	1

It will be noticed from these figures that 77 schools out of 132 report that discipline has improved or is entirely satisfactory. In 115 instances the verdict seems to indicate that conditions are either as good as, or at least no worse than, they were under the class plan. In but 12 instances apparently is there any positive statement that discipline is less satisfactory now than it was formerly. A fair consideration of these returns seems to indicate that the departmental system is anything but subversive of discipline. The figures under the item "Increases sense of self-responsibility" do not indicate all the instances in which this statement occurred as many gave this quality as one of the evidences of improvement. The tie vote as to whether it is easier or harder to maintain order is significant. The several verdicts of the principals touch the important question at issue here so closely, that it seems best to publish them in full with the exception of one or two schools in which a rating of individual teachers was inserted in the answer. In each such case, however, the reply has been tabulated. The opinions follow:

#### MANHATTAN

##### FAVORABLE

- P. S. 1, G.—"Discipline has not suffered. Greater vigilance is necessary. Teachers must be prompt, regular, and good disciplinarians."
- P. S. 1, B.—"Not of so high an order as formerly, when classes were continually under the influence of one teacher."

- P. S. 3.—“Pupils are thrown more upon their own responsibility. It tends towards self-government. It is a thorough test of pupils’ conduct, since several, not one teacher, are observing.”
- P. S. 5.—“Fully as good as in the past, but in both methods there is a small percentage who require great care.”
- P. S. 6, B.—“Pupils conduct themselves very well indeed.”
- P. S. 6, G.—“Unchanged.”
- P. S. 9.—“It develops a sense of responsibility.”
- P. S. 10, B.—“Better, except in a few cases.”
- P. S. 13, G.—“There is no noticeable difference so far.”
- P. S. 14, Gr.—“I can see no deterioration. I believe children feel their responsibility.”
- P. S. 17.—“Not affected to any extent.”
- P. S. 18, B.—“Conduct has improved.”
- P. S. 18, G.—“The pupils generally behave well. The influence of the teacher weak in control is noticeable.”
- P. S. 20, B.—“Discipline becomes unavoidably lax.”
- P. S. 20, G.—“Excellent. Under this system pupils are growing more self-reliant and the order takes care of itself.”
- P. S. 21.—“There is a deterioration in conduct.”
- P. S. 23.—“The departmental system affords greater opportunity for disorder; nevertheless, our conduct has been excellent, and it is conduct of greater ethical merit.”
- P. S. 25, G.—“Discipline is excellent.”
- P. S. 25, B.—“I find it a great aid, even thus far, to self-government. Fewer cases reported than usual.”
- P. S. 27.—“Immense improvement in my 8A class.”
- P. S. 28.—“Conduct is satisfactory.”
- P. S. 32.—“Has undergone no change for the worse through the increased liberty given to the pupils.”
- P. S. 33, G.—“It is satisfactory, but that has always been true of the classes taught by these teachers.”
- P. S. 34.—“Great improvement.”
- P. S. 36, B.—“There is a marked improvement in conduct.”
- P. S. 36, G.—“Satisfactory.”
- P. S. 38.—“Very satisfactory, as the departmental work seems to tend toward self-government.”
- P. S. 39.—“The boys are more manly, consequently more nearly self-governing. Any boy inclined to do wrong could not stand before the united efforts of the prefects.”
- P. S. 40.—“About the same as non-departmental division.”
- P. S. 41.—“Increased interest insures good conduct. It is the universal verdict of the teachers that the pupils were never before so easy to control.”
- P. S. 42.—“There is never any complaint about disorder. The pupils have not time to be disorderly. They are acquiring self-control.”

- P. S. 43.—“Very much better. Almost all cases of flagrant breach of discipline occur now in the grades below 7A.”
- P. S. 44.—“Improved.”
- P. S. 46.—“Less sense of responsibility—cannot be so easily called to account. New conditions produce restlessness and lack of self-command.”
- P. S. 48.—“Apparently no change.”
- P. S. 50.—“The conduct of P. S. 50 has not been materially affected by the change of system.”
- P. S. 51.—“More free; more manly.”
- P. S. 53, G.—“Our pupils give no trouble whatever.”
- P. S. 54.—“Excellent. Pupils are lady-like, kind and considerate. Self-governing.”
- P. S. 57.—“Excellent with strong teachers.”
- P. S. 58, B.—“The effect of six different modes of discipline results in self-control and responsibility.”
- P. S. 59.—“Excellent.”
- P. S. 67.—“Difference of opinion on part of teachers. My opinion is that under good disciplinarian the conduct is just as good as under the old system.”
- P. S. 68.—“Satisfactory. Greater self-reliance and self-government are developed.”
- P. S. 71.—“Discipline easier; as the pupils are obliged to be more self-governing.”
- P. S. 73.—“Passing from room to room produces some confusion. Probably time will rectify that.”
- P. S. 75, B.—“As good as under old system. In fact fewer complaints. Boys are thrown more on their own responsibility; as one boy expressed it, ‘they are treated more like men.’”
- P. S. 77, B.—“Discipline is maintained with no added difficulty. There is a loss of teacher’s personal influence, but this is counterbalanced by a certain independent control gained by pupils.”
- P. S. 77, G.—“Satisfactory; self-government increased.”
- P. S. 79.—“There is less strain owing to more frequent change of surroundings and position, and consequent improvement in attention.”
- P. S. 84.—“Satisfactory but disposition to restlessness somewhat evident.”
- P. S. 86.—“Satisfactory.”
- P. S. 87.—“Owing to the rush of time the pupils do not respond so readily to discipline.”
- P. S. 88.—“Stronger. Habits of self-control and reliance being formed.”
- P. S. 89.—“The discipline is good. The class movements are quickly and quietly made. Four hundred pupils change five times a day, and I have not had a half dozen cases of disorder reported to me this term.”
- P. S. 92.—“Excellent. Pupils are delighted and are cheerful and happy.”
- P. S. 96, G.—“Excellent.”

- P. S. 103.—“Our discipline is good under the new system, as it was under the old. I consider this an improvement.”
- P. S. 119.—“Sense of personal responsibility and class unity established.”
- P. S. 147.—“If anything the conduct of the pupils has improved. More self-reliance has been developed.”
- P. S. 157, G.—“When there is a tendency to misbehave, it is more readily seen. The discipline is improved.”
- P. S. 158.—“Discipline impaired; lack of personal influence of teacher noticeable; individual responsibility of pupil increased.”
- P. S. 160.—“Very satisfactory. But three cases out of 700 boys referred to me for discipline.”
- P. S. 165.—“Does not affect the discipline in any way; changes are made in perfect order.”
- P. S. 168.—“We have no trouble, and, indeed, I think the troublesome children are better under the change.”
- P. S. 169.—“I do not think the conduct on the whole as satisfactory. There is lacking the *esprit du corps* which we possessed some time ago. It is difficult for the average pupil to please four or more teachers. The teachers have different ideals or standards although all strive for the best as they understand it or see it.”
- P. S. 170, G.—“In classrooms, no especial change. The changing from room to room gives chance for self-government. The teachers are conscious of loss of personal influence over the individual child.”
- P. S. 171.—“During last term, the teachers went from room to room at the end of periods. This term, the classes change. These experiments have shown that the second plan is better than the first and that the departmental system has a beneficial effect on the pupils.”
- P. S. 179.—“Very satisfactory. Pupils get habit of self-control on stairs and corridors with good effect on class conduct.”

#### THE BRONX

- P. S. 1.—“An improvement as a whole.”
- P. S. 4.—“Very satisfactory. Teachers are very much delighted and commend it highly.”
- P. S. 5 (mixed).—“No change in conduct. Good, not becoming bad as some feared.”
- P. S. 8.—“Too early to judge results.”
- P. S. 9.—“Little trouble, but in moving so many classes, the passages and hallways become a little congested.”
- P. S. 11.—“Conduct has improved because it now springs from self-government.”
- P. S. 12.—“No irregularity in conduct has been noticed throughout the five classes. Everything is satisfactory.”
- P. S. 16.—“Conduct has improved; the pupils give more concentrated attention.”

- P. S. 27.—“General improvement.”
- P. S. 32.—“Conduct much improved. Cases of discipline minimized. Repeated change of scene chief reason for this.”
- P. S. 33.—“Considering the greater freedom permissible under this system, the conduct is very satisfactory.”

## BROOKLYN

- P. S. 3.—“More opportunity for misconduct and for self control. In general, more satisfactory.”
- P. S. 10.—“Ill disposed pupils are harder to control. The system is not adapted to them.”
- P. S. 19.—“No appreciable increase in disorder or friction. Possibly the future may change this.”
- P. S. 23.—“Conduct not so good and proper discipline more difficult to maintain.”
- P. S. 26.—“There has not been any special change.”
- P. S. 44.—“Rather improved.”
- P. S. 70.—“The conduct of the classes is as good as under the old system.”
- P. S. 75.—“Much improved because constant employment precludes idleness and mischief.”
- P. S. 102.—“The conduct of the pupils has not improved under this system to any great extent except in one class where the class teacher is not a strong disciplinarian.”
- P. S. 106.—“It is easier for the principal but harder for the teachers. In general it is not improved.”
- P. S. 108.—“Fewer pupils have been reported. There is at times some confusion in changing, but not of a disorderly character.”
- P. S. 118.—“No change that I can observe.”
- P. S. 126.—“The sense of responsibility to one teacher who ‘knows all about me’ is somewhat weakened. This tends to less careful preparation and conduct on the part of the pupil. But the plan is of too recent adoption here for me to say more under these headings.”
- P. S. 127.—“Very favorable. The change from room to room gives welcome relief. Pupils seem to feel more their personal responsibility.”
- P. S. 129.—“First a tendency to resent authority of visiting teachers; later submission to this authority. Present conduct satisfactory.”
- P. S. 130.—“No deterioration—conduct is good.”
- P. S. 134.—“Do not have as many complaints as formerly. Pupils change classes, and the fact that they do this without confusion emphasizes the great power of self-government.”
- P. S. 136.—“More freedom from petty restraint, approximating conduct suitable to high schools.”



- P. S. 140.—“Pupils are learning to be self-reliant. They feel the dignity of their new positions. They are being trained to govern themselves as they would in high schools or colleges. They are becoming critical of their teachers. They freely discuss with their respective class teachers their work in the several departments. When they believe that they have been treated unfairly they say so.”

#### QUEENS

- P. S. 1.—“Not as good. This is not due to the system.”
- P. S. 2.—“It does not seem to affect the discipline.”
- P. S. 4.—“Conduct is about as it was before we commenced this work.”
- P. S. 5.—“Conduct is very good. The pupils have met this added responsibility admirably.”
- P. S. 6.—“Excellent.”
- P. S. 7.—“The conduct is good because the teachers are strong disciplinarians.”
- P. S. 8.—“Not improved. The discipline is somewhat more difficult to maintain but will not suffer permanently.”
- P. S. 11.—“At present, it is better.”
- P. S. 14.—“It has not materially affected the discipline of the classes, as the teachers are effective disciplinarians.”
- P. S. 17.—“No marked improvement. However, I cannot say that our discipline has suffered on account of the change.”
- P. S. 19.—“There seems to be little or no change.”
- P. S. 20.—“Improved on the whole. If teachers have a uniformly high standard and work in harmony, the conduct of the pupils in the higher grades is better than they are under a single teacher. I doubt, however, whether the conduct of fifth grade pupils is so good under this system.”
- P. S. 22.—“Satisfactory.”
- P. S. 27.—“Fortunately there are in No. 27 strong teachers, but I should imagine that under different conditions conduct would be worse.”
- P. S. 34.—“No improvement in this respect. Discipline is more difficult.”
- P. S. 35.—“Cannot see any improvement in this respect. Discipline is more difficult.”
- P. S. 37.—“Not improved.”
- P. S. 47.—“On the whole, I think the departmental plan secures quite as good discipline as the class system.”
- P. S. 52.—“No difference.”
- P. S. 67.—“More rigid discipline necessary. No serious result.”
- P. S. 71.—“Pupils’ conduct much better and control of pupils much easier.”
- P. S. 78.—“No particular change.”
- P. S. 79.—“Better.”

## RICHMOND

- P. S. 3.—“Improvement.”  
 P. S. 12.—“Conduct is all that can be desired.”  
 P. S. 14.—“Unfavorable at first.”  
 P. S. 15 and 16.—“Very good. Very few pupils reported for discipline.”  
 P. S. 17.—“No marked difference.”  
 P. S. 18.—“Not the least trouble with order or discipline and a marked improvement in the pupils’ conduct in every respect.”  
 P. S. 20.—“Have noticed no change.”  
 P. S. 23.—“Conducive to self-government in higher degree than old system.”

## EFFECT ON PUPILS’ PENMANSHIP

From the point of view of the adherent of the departmental system, the answers to the question, “What is effect on the pupils? (d) Penmanship?” give the least satisfactory results and yet upon analysis these returns are not at all discouraging. The tabulated results are:

Improved .....	15
Good .....	8
Satisfactory .....	8
No change .....	39
No improvement .....	14
Too early to say .....	2
Not so good .....	17
Not satisfactory .....	13
Scattering .....	6
Doubtful .....	6
No verdict .....	3
Blank .....	1

It may be seen from these figures that while the penmanship in 30 schools is not so good or not satisfactory, it is rated “improved” or “satisfactory” in 31 schools. It will be noticed also that in 86 schools penmanship has not suffered. The verdicts in many cases did not admit of definite classification either because of a reticence to express an opinion or because of a statement that penmanship had improved in one particular and deteriorated in another. One verdict that came from three or four schools was to the effect

that character or individuality of writing had been encouraged. Many reported increased speed and a few qualified this by asserting that legibility had suffered. Many complained that there was not time enough given to penmanship. A few found an explanation for deterioration in the fact that no one teacher is responsible. Others, and there were a number of them, said that the requirements of excessive note-taking which made undue speed necessary, was the factor contributing to deterioration. Many who find the plan successful explained that they secured results only by making each teacher responsible for good penmanship in her own branch and by limiting strictly the requirement of note-taking. This branch, it was stated, required constant vigilance. Some of the more interesting opinions are given below :

#### MANHATTAN

##### FAVORABLE

- P. S. 1, G.—“Continues neat and legible. Speed increased. Vigilance necessary in order to secure habitually careful work.”
- P. S. 3.—“I think it tends toward improvement. It certainly will if there be careful supervision of the various note-books.”
- P. S. 34.—“Very great improvement.”
- P. S. 36, B.—“The penmanship shows care and improvement.”
- P. S. 39.—“The teacher of composition and dictation reports a decided improvement.”
- P. S. 51.—“Less strained; more individuality.”
- P. S. 119.—“More rapid and legible. Executive ability more marked.”
- P. S. 158.—“No perceptible difference in rapidity or legibility; individuality and characteristics more prominent.”
- P. S. 160.—“Good legible hand with much freedom.”
- P. S. 171.—“Each teacher is held responsible for the legibility of the writing done in his department of work. With this arrangement, the penmanship does not suffer.”

##### DOUBTFUL

- P. S. 41.—“No special change. Possibly the effort to put as much work as possible into the time allowed tends to hurried writing which is apt to be poor writing.”
- P. S. 54.—“Lacks uniformity. Shows individuality of the pupil.”

- P. S. 67.—“Difference of opinion on part of the teachers. Personally, I think there is danger of deterioration unless teacher is very careful because in his or her anxiety to cover a certain amount of work in a given time, neatness and legibility of writing are apt to be sacrificed to speed. In my own school where there is poor penmanship in departmental classes, I could give other reasons for it than the introduction of the departmental system.”
- P. S. 73.—“Greater rapidity—less legibility.”
- P. S. 88.—“Regular exercises, good; note-taking, careless but will improve. Carelessness due to rapidity.”
- P. S. 157.—“It depends on the teacher. Where poor writing will be accepted, it is given.”

## UNFAVORABLE

- P. S. 20, G.—“Not satisfactory—too much rapid work.”
- P. S. 33, G.—“The penmanship suffers from the haste necessitated by short periods.”
- P. S. 36, G.—“More rapid, but not so good.”
- P. S. 43.—“Not so good; more time needed.”
- P. S. 46.—“This is not so good as before; the periods are short and work must be done too hurriedly with no opportunity for having it re-written.”
- P. S. 50.—“The penmanship has slightly deteriorated but a greater individuality is perceptible.”
- P. S. 77, G.—“Not satisfactory. The pressure of work to be completed in assigned time is one reason: the work of all, but responsibility of none, is another.”
- P. S. 84.—“Not satisfactory owing to the rapidity required.”
- P. S. 89.—“I do not think the penmanship is as good as formerly. This is probably due to the fact that the periods are short (40 minutes), the work to be done extensive; under the circumstances the boys are called upon to write more rapidly with the result that the penmanship suffers.”

## THE BRONX

## FAVORABLE

- P. S. 1.—“It depends on the teacher. In classes where the teacher has insisted on it, she has obtained as good results as before. There has been no improvement, however.”
- P. S. 9.—“Decidedly improved. I recommend that the system be continued.”
- P. S. 12.—“Marked improvement has been noted in this department.”
- P. S. 32.—“Needs constant attention to prevent it from deteriorating.”

## BROOKLYN

## FAVORABLE

- P. S. 26.—“There seems to be an improvement due to closer observation on part of English teachers.”

## DOUBTFUL

- P. S. 70.—“I find less attention paid to this subject than formerly—a defect which I am in a fair way to remedy.”
- P. S. 130.—“A tendency to deteriorate. Principal must be quick to check giving of notes by teachers. This is my experience. Teachers become so full of their subject that a text-book seems to them lacking. Then they try to ply children with additional information in the form of notes. Note-taking tends to deteriorate penmanship.”

## UNFAVORABLE

- P. S. 75.—“Scarcely holds its own; not because of departmental system, but no time is provided for it in the new curriculum.”
- P. S. 126.—“If each teacher is insistent upon obtaining good writing in her class, added emphasis is put upon the subject, and the results are good.”
- P. S. 140.—“This would deteriorate if each teacher were not held responsible for the penmanship of the class of which she is in charge. We are obliged to make a special report of penmanship at the end of each month and to consider it an important subject when giving a pupil her monthly rating, and when determining her fitness for promotion.”

## MISCELLANEOUS

## MANHATTAN

- P. S. 69.—“In the Girls’ Department it has been in operation for over a year and has worked like a well lubricated piece of machinery. The teachers are enthusiastic over their work. They have given much time and thought to their special subjects. They like the system. They have sought for new methods and the effect upon their classes is marked. The discipline of the pupils is excellent, and in their movements from room to room they never disturb or distract the attention of the other classes of the school.

Of the Boys’ Department, I am sorry to give you a report somewhat different.\* \* \* The boys are not as mature as the girls and it is more difficult to arouse their interest and make them prepare

their work at home; as a result there is a general falling off in their proficiency. The nerve force necessary in a teacher to impress his personality upon the pupils of four or more different classes is more than many of our teachers possess and they are not equal to the strain of an entire term."—Andrew J. Whiteside.

#### SUMMING UP

After a careful analysis of all the returns, I find myself sorely tempted to give to departmental teaching as a device for New York schools a somewhat less reserved commendation than the results at present fully justify. There is always present, in statistical considerations, a tendency to look upon the data compiled as being complete in itself and as not being modified in any way by the broader questions which enter into every educational problem. There is also the temptation, when a plan theoretically very promising shows numerically great instances of success or actual benefit and a larger proportion of instances where no deterioration has resulted after brief trial, to overlook future possibilities in practice and to yield unreservedly to the call of attractive theory. Just such a condition as this is introduced into the present discussion by the small number of those who vote against the plan in the several particulars.

It must not be forgotten, however, that the answers to these ten or twelve questions, no matter how carefully they be prepared, cannot exhaust the entire subject or determine final judgments. Many considerations not definitely touched upon by any of these questions must be weighed. In the first place many of the schools have not tried the plan and it is as yet somewhat hazardous to predicate that what is successful in many classrooms and not successful in a few would be an educational boon to all. Furthermore those who have tried the plan have, in most instances, been experimenting with it but a short time. All have not yet been able to watch the growth of the child through all the grades in which this system is used. A third consideration is the fact that a new course of study has just been put into operation and has called upon the teacher for ac-

commodation to new conditions entirely apart from the novelties of the specialist system of instruction. This raises the question as to whether some of the lack of success may not be due to the difficulties of enforcing a new curriculum rather than to defects inherent, for particular cases, in departmental work. This phase of the discussion makes the schools in which a lack of success is reported the focal point of interest and their subsequent development under this plan must lead to results which will be of great service.

There is, however, a question somewhat divorced from the actual elementary school which is of great importance. This is, "What will be the effect of departmental teaching on the child when he has entered the high school where such a system of necessity prevails?" In the past it has been found that the child, transferred suddenly from the "mothering" influence of the class-teacher plan of the elementary school into the high school's atmosphere of freer self-activity with its consequent insistence on greater self-responsibility, has found it most difficult to adjust his faculties to the novelty of being to a great extent his own master. In many cases it has taken nearly a full year, more or less wasted, for the child to become used to being responsible for himself in action instead of being to an extent the automaton moved at the behest of some person especially charged with his government throughout the school day. The problem of accommodation has, in not a few cases, proved too difficult and the result has been that many children, dazed by freedom, confused by liberty, perplexed by the necessity for self-settlement of questions, have grown disheartened and have left the high schools in the first year of their course. This is indeed a serious matter and one demanding solution. The only possible remedy seems to be to accustom the child, by degrees and in familiar surroundings, to a moderate amount of self-governing in his elementary school life. Will this prove to be a cure? It is too early to say because as yet no large number of departmentally trained children have entered the high schools. The only evidence is the hint here and there from schools in Queens and Richmond which have all grades, that the

effect in high school is good. It would seem wise, therefore, to wait until this body of evidence from the secondary schools can be adduced and added pro or con to the score of departmental success or failure ere a final verdict be recorded.

It is true that in most cases considered the interest of teachers has been greatly enhanced and that their methods have shown the improvement to be expected of the specialist. It is true also that the interest of the children in a majority of cases has been augmented and that results which are all that could be desired have been obtained in a large number of schools. Discipline, save in rare instances, either has been improved or else has not suffered. Penmanship seemingly is not entirely satisfactory but the instances in which this is to be attributed, without question, directly to departmental work are not many. There is room for doubt whether the somewhat unsatisfactory results in this branch are not due in great part to a faulty method of departmental work, or to an unnecessary neglect of the subject. Certain it is that not a few have obtained very satisfactory results—a fact which seems to fix responsibility more or less upon the differing personalities of the teaching corps. Still there should be a further scrutiny of the teaching of this branch.

These matters taken into consideration with the facts that the replies have come from schools dealing with all types of children and all sorts of racial and civic problems, from schools in crowded districts, from schools in the open, from boys' schools, from girls' schools, from mixed schools, and that no principal employing the plan has convicted it unqualifiedly of worthlessness, all tend to optimism. The broader considerations, however, impel conservatism. In closing, therefore, I shall say merely that the results confirm me in my belief in this logical theory, now partly tried out, but do not seem to warrant radical confirmatory action. I recommend, therefore, that for a year at least the departmental system of teaching be not made compulsory in the last two years of the course; that, in view of all the facts, the principals be permitted to introduce the system if they so desire; and that the workings of these



departments be scrutinized carefully for the next twelve months with a view to obtaining a body of data which will warrant definitive legislation. Of the outcome, however, I have little doubt.

### ELECTIVE SUBJECTS IN ELEMENTARY SCHOOLS

The following table shows the number of elementary schools in each borough in which German, French, Latin, or Stenography, was being taught on December 23, 1903:

Borough	German	French	Latin	Stenography
Manhattan.....	79	15	..	3
The Bronx.....	15	1	1	..
Brooklyn.....	45	5	1	1
Queens.....	13	3	2	..
Richmond.....	10	..	1	..
Total.....	162	24	5	4

It must be remembered in this connection that in June, 1903, German was taught in 62 schools in Manhattan; 12 in The Bronx and 1 in Queens, a total of 75. In other words the teaching of German has been introduced since June, 1903, into 87 schools where it had never been taught before. Of this increase 45 are in Brooklyn, 10 in Richmond, 17 in Manhattan, 3 in The Bronx and 12 in Queens. French now is taught in 24 schools as compared with 13, limited to Manhattan, in June, 1903.

### THE TEACHING OF SPECIAL BRANCHES

In Appendix H will be found special reports by the director of drawing and constructive work and the director of music for the boroughs of Manhattan and The Bronx, and the director of physical

training for the whole city. Special attention is called to these reports. They show that great advances have been made during the year in the teaching of singing, in manual training, and in physical training. Indeed, one of the most important steps taken during the year was the appointment of Dr. Luther Halsey Gulick in February, 1903, as director of physical training for the entire city. He has succeeded already in unifying and stimulating the work of physical training to an extent that was scarcely anticipated when he was appointed. In Manhattan and The Bronx the physical training of the pupils in the elementary schools had been largely neglected. Of the truth of this statement no further evidence need be adduced than the fact that some fifty gymnasiums occupying valuable space in school buildings and furnished at a great expense to the city, had been practically unused. All of these gymnasiums are now in use and plans are being matured to put them to service after school hours.

## CONSOLIDATION OF SCHOOLS

In many of the elementary buildings in the boroughs of Manhattan and The Bronx it was found that two or, in some cases, three distinct school organizations under two or three independent principals existed under the same roof. As opportunity occurred, the Board of Superintendents recommended and your Board approved the recommendation, to consolidate three of these school organizations into two, or two of them into one. The reasons for recommending such consolidations are as follows:

1. The continuity of school work requires that, as far as possible, the same principal should supervise teachers' and children's work from the lowest grade to the highest. In many of these two or three-department schools it was found that children after passing through the primary school were required to unlearn many of the ways of doing things which they had learned there in order to learn new ways in the grammar school. By the diversity of method they lost time, both teachers and pupils expended useless energy, and the results were not equal to the results obtained where children were

required to pursue the same method, as for instance, in penmanship, from the lowest grade to the highest.

2. Economy of administration. One principal in a building, with necessary clerical and supervisory assistance, easily performs better the work formerly performed by two or three principals.

3. Economy in school accommodations. Where there were three schools in one building it was often found that many sittings and even some rooms were left vacant that were immediately filled when the whole building came under the supervision of one principal.

4. Safety of the children. To preserve the safety of the children in case of fire or panic, it is absolutely necessary that one principal in a building should control all the exits and all the movements of pupils and teachers in passing in and out. This was often rendered impossible through the conflicting claims to authority on the part of the different principals.

In all of these respects—in economy of administration, in economy of accommodations, in efficiency of supervision, and in effectiveness for the preservation of life—the one-principal plan of supervision has immense advantages over the plan formerly prevalent in the Borough of Manhattan.

## TEACHERS' PLAN BOOKS

Among the many instructions issued to District Superintendents and Principals during the year, I consider the following of special importance:

New York, May 20, 1903.

*To Principals and District Superintendents,*

**LADIES AND GENTLEMEN:**—At my request District Superintendent Dwyer has made an investigation of the character and effects of the plan and progress books kept by teachers in the Boroughs of Manhattan and The Bronx. This investigation shows that an almost intolerable burden is

laid upon the teacher in many schools and that the teacher's work is injuriously affected thereby. "We now have with us," says Mr. Dwyer, "the daily plan book, the weekly plan book, the monthly plan book, and the term plan book, together with various combinations of these plans. The progress book can show a like number of variations."

In one school Mr. Dwyer found that the writing out of the daily plan books involved each day four hours of work outside of school on the part of each teacher in the early part of the term, and two hours a day in the latter part. In general Mr. Dwyer finds that the following evils have flowed from the keeping of elaborate plan and progress books:

"1. In many schools they have become too burdensome for the teachers and tend to produce indifference to the real work at hand.

"2. At present the work on these books is largely a matter of book-keeping and the copying of them tends to diminish the interest in the subjects outlined.

"3. Principals and teachers are too apt to consider these an end in themselves.

"4. The importance of these is magnified at the expense of results.

"5. The principal is too apt to consider that an examination of these books is a proper substitute for class inspection.

"6. They tend to encourage what may be termed 'show work.'

"7. They are not productive of interest in either teacher or pupil.

"8. They foster mechanical work because of the dull routine followed.

"9 Too much importance is apt to be given to the knowledge imparted by the teacher and too little consideration given to what is grasped by the pupil."

In view of these findings the Board of Superintendents has adopted the following resolution:

**"RESOLVED**, That, while teachers should make accurate and careful preparation for each day's work, the consumption of time and energy in writing out elaborate plan and progress books has come to be an unnecessary burden upon teachers and an injury to their work, and ought to cease. To this end district superintendents and principals are requested not to make a teacher's written notes any part of the basis of their judgment in rating, except in determining the item 'effort' when the results, as determined by inspection and examination, are unsatisfactory."

In view of the probability that a new course of study will go into effect in September, I greatly fear that many teachers will deprive themselves of

much needed rest and recreation during the vacation, in order to compile new plan and progress books in accordance with the new course. Be kind enough to inform the teachers that such compilations are unnecessary. The notes which a teacher should make in preparation for a lesson should be brief and merely suggestive. Plans for the month or term should be the combined work of principal and teacher; they should be subject to modification whenever necessary, and they do not require elaboration of detail.

Respectfully yours,

WILLIAM H. MAXWELL,

*City Superintendent of Schools.*

## DEFECTIVE CHILDREN

Some progress, though it has been but slight, was made during the year, in establishing special classes for the teaching of defective or atypical children. There are ten such classes now in existence and Dr. Brown of the Physical Training Department has been assigned to the examination of children who are reported by principals and teachers as defectives. In Appendix F, will be found an admirable account of the work accomplished for such unfortunates in London and other English cities. This account was written, after personal investigation, by Miss Elizabeth E. Farrell of P. S. 1, Manhattan. The following report was prepared for the Board of Superintendents by Associate Superintendent Edward L. Stevens who has made a thorough investigation of the subject. I recommend that, as soon as the financial condition of the Board of Education will permit, a supervisor of special classes be appointed, whose duty it shall be to supervise the work of the teachers, to assign pupils, and, above all, to train teachers for this delicate and important work:

### SUPERINTENDENT STEVENS'S REPORT

New York, April, 1903.

The most difficult problem, perhaps, incident to the instruction of a large number of children in a graded school system is presented by the considerable percentage of children who are not able to do the work prescribed in the ordinary course of study.

"The aim of an education must be the development of the fullest and soundest mental, moral and physical life of which the particular individual is capable." In a graded school system the great majority of children can be cared for, but as in a certain percentage there is a great variation from the type—variation both above and below—for these exceptional or atypical children the ordinary course of study is not suitable in theory and is not effective in practice.

Exceptional, backward, feeble-minded and defective children have been found in the various communities in Europe and America where investigations have been made, in numbers estimated variously at from 1 to 10 per cent. If the most conservative estimate should hold good in The City of New York, the number of such children here is from 5,000 to 10,000.

The commission appointed by the British government to investigate the condition of 100,000 school children in Great Britain reported 7 per cent. as being mentally dull. Dr. Groszmann quotes Monroe of Stanford University to the effect that tests on 10,000 school children in California showed 10 per cent. mentally dull and 3 per cent. feeble-minded. It is hard to believe that this proportion holds good in this city or that such children are to be found in that proportion in the public schools.

The several state and city asylums and hospitals provide care and treatment for many of these, principally those whose defects are more pronounced and permanent. The function of these institutions in the past has been largely custodial. Certain private or semi-public institutions care for many more who are crippled or whose defects are largely due to physical weakness, defect, or deformity.

#### LOCAL CONDITIONS

There remain, approximately, 5,000 of these children in the city for whose better care and training the public school system is responsible. These children, if educated anywhere, must receive that education in the public schools. Of these about 1,000 may be found from time to time in the schools of this city, the constant and inevitable tendency being to crowd out such children as are not able to keep up with the classes to which they have been assigned. An inquiry made in November, 1902, brought reports from the principals of the public schools showing about 1,200 such children. The exclusion of these children, either intentionally, because they are not mentally or physically well, or by indirection, which occurs when the principal and teacher discourage attendance and progress, or the conditions themselves bring about that discouragement, works great harm in the community; for it is from the numbers of these children that many criminals and victims of criminals are recruited. There is a tendency on the part of precocious or exceptional children also to drop out of school. Many such children are disproportionately developed or advanced, and

when held back to the rate of progress of the class, they frequently lose interest and pass with indifference the period when the most effective training can be given. Such children frequently present, therefore, the phenomena of arrested development and recruit the truant and incorrigible class.

While the greater number of these children under discussion are not found in the public schools, many hundreds will be found to be attendants at dispensaries or patients of neurologists and alienists. Many of the children of the rich and well-to-do receive special instruction provided by skillful teachers working under the direction of the consulting physician. It is safe to say, however, that there are altogether several thousand children, either in the public schools or non-attendants therein, who require for their own sake and the sake of the community some special attention, in order that they may become at least self-supporting, law-abiding and productive citizens. The obligation which rests upon the community to give these children this special care and instruction is a double one, first for the sake of these children themselves, and, second, for the sake of the school classes in which they may have been enrolled and which they may have held back.

The first problem which presents itself relates to the difficulty incident to the discovery and diagnosis of these cases. Parents should be encouraged to enroll their children, even though atypical or exceptional, unless in a very marked degree; and, upon proper provision being made for such children, principals should be encouraged and constrained to receive them. These children should be kept under observation by the teacher and the principal for a period long enough to justify the formation of an intelligent lay opinion.

The case under observation may be one of arrested development; it may be a case of defective sensibility because of physical defect or infirmity, such as defective sight or defective hearing, the result of growths in the nose or throat; it may be a case of poor nutrition, circulation or assimilation. Any adequate classification of these cases, which so frequently present themselves, must be left to the specialist, yet even medical practitioners do not agree upon a classification based upon phenomena or a classification based upon cause.

Dr. James P. Hancy, in an admirable monograph entitled "The Hundredth Child," has briefly offered a simple classification which may serve the purpose of the school officer:

"The children who form the special class in a city it is generally possible to divide according to school standards into three grades; those who, with special assistance, are, after a time, enabled to take up the regular school

work; those whose talents are not of an order high enough to enable them to leave the special class until the close of their school life, and those who are found after fair trial to be incapable of receiving benefit from such instruction as it is possible to give. The latter, after medical examination has sustained this verdict, should, if they cannot be properly sequestered and cared for at home, be committed to some custodial institution where they may receive appropriate treatment."

The co-operation of the family physician should be sought, and the assistance of the visiting physician of the Board of Health may be asked for as well. It is also expected that the dispensaries of the city will give active co-operation, which will prove of great service in securing an expert diagnosis in the case of any child who is apparently backward, deficient or feeble-minded. The attending physicians will endeavor to prescribe, for the parents as well as for the school officer, appropriate treatment for each child.

In a communication addressed to the president of the Board of Education under date of January 23, 1903, Dr. M. Allen Starr of the Vanderbilt Clinic, states in regard to this as follows:

"Any child who is suspected of being defective by the teachers could be given a card addressed to the department of nervous diseases of the \_\_\_\_\_ Dispensary. Then, as the entire city is districted by dispensaries, each school therefore being in some one dispensary district, the child could apply for admission at that dispensary. In each of these dispensaries there is a neurologist who would be competent to pass upon such children; therefore no special appointments need be made of examiners, and no expense incurred. It might be well, prior to the adoption of this scheme, to send a short explanatory notice to each dispensary asking their co-operation in the matter, and it might be well to allow the parents some choice between the dispensary doctor and their own family physician."

Dr. Starr says further, in connection with this subject, that there are several thousand defective children, as he has discovered through his own dispensary experience, who are not capable of taking their places with others in the public schools.

#### PLANS SUGGESTED

It is believed that in the public schools of this city the following plan can be put into operation:

1. The teacher should carefully observe each member of her class. She will probably at once discover a number of cases requiring further observa-



tion and special treatment. A very considerable number of children are partially deaf. One authority has found that 13 per cent. of public school children had partial deafness, and of these only 3 per cent. were aware of their difficulty in this respect. A very simple test will enable the teacher to determine this fact if it exists. A large percentage of children have defective vision. This not only prevents pupils from making progress, but has an exceedingly harmful effect upon the general health, particularly upon the nervous system. In the Buffalo schools the percentage of visual defects was found to increase from 5 per cent. at seven years of age to 26 per cent. at eighteen years of age. In the schools of Cleveland it was found that 18.7 per cent. of the children enrolled had some defect in vision. Statistics concerning children in other school systems are available and are corroborative. A test for defective vision can be easily made by the teacher or principal, and the results of the test should be verified by the specialist. A considerable number of children are defective in motor control. This fact, if it exists, can be very quickly determined. These three defects in sense or power can, in the first instance, be discovered in the classroom, and, if so discovered, and verified by the medical examiner, they give evidence of the necessity of some physiological treatment.

2. In all schools of sufficient size—perhaps of twelve or more classes—a special class should be established, known as an ungraded class. To this class should be assigned all children who seem to be backward or dull—those who cannot do the work of the grade. This assignment will, of course, include those who, after receiving special attention for a few weeks or months, will be able to return to regular classes. It will also include those who, after remaining under observation for a sufficient length of time, are seen to be defective, or, as it is better to call them, exceptional children. Even the truant and incorrigible child may, in many cases, be assigned to this class with propriety, for truancy, recklessness, lawlessness, gambling and many small vices of children are due to some form of arrested development which demands for its remedy the instruction which can only be given in such a class. At central and convenient points through the city should be established classes for children who exhibit defectiveness or backwardness in a more marked degree than those first treated above. In these latter classes the children assigned should be retained for longer periods and should receive instruction and training at the hands of the most experienced and skillful teachers and under the most favorable material conditions.

3. All these classes should be small, of not more than twelve or twenty pupils, the latter only in case there is an assistant to the teacher. The entire value of this special work is based upon individual instruction.

Most of the children assigned to these classes will be between the ages of eight and twelve, as it is during these years that special training is most important and most effective. So far as individual instruction has been attempted and encouraged in our schools, so far we have already begun this work. After a sufficient time has elapsed it is frequently possible to teach children of like degrees of advancement in small groups.

4. For these classes an effort should be made to secure, if possible, teachers of special skill and adaptability. There are many teachers now in the system who have a deep interest in this work. The teachers who do this work must be affectionate in their attitude toward pupils and must also be patient, resourceful and physically strong, for these qualities are essential. It is not unlikely, Dr. Starr says, that from the various private schools for defective, feeble minded and exceptional children throughout the country competent teachers could be secured to start this work who have already had some training and experience. It is evident, of course, that if such teachers were secured for these classes, it would probably be necessary that the present rules and regulations as to license should be changed or amended, as the requisite qualification in all such instances is based largely upon the personal equation.

5. When a few classes of this kind have been established, additional classes may be formed from time to time, to be officered by teachers who have gained some experience as assistants. In all cases where the class is large, the teachers should have an assistant or helper who would thereby be trained to undertake the full instruction and direction later of the class. In the schools which have been established in London the teachers serve a probationary period as assistants in one of the classes already established.

6. Attention must first be given to the factors of nutrition and circulation. Proper physical exercises should be prescribed. The material conditions, air, light, etc., must be observed. Inasmuch as exercise in the open air and with tools proves remedial, gardens should be provided wherever possible. Every attempt should be made, through an appeal to the physical side of the child, to his senses, to his vital processes, to re-establish the proper standard of vitality, circulation and nutrition.

7. There should be much motor activity. Occupations which will tend to cultivate the keenness and the accuracy of the special senses and the excitability of the general sensibility are prescribed. The class should therefore be equipped with material the use of which will lead to the cultivation of the appreciation of taste, color, sound, etc., and which will tend to develop tactile and other senses. There must be frequent alteration of exercise and frequent rest, for all children such as are here discussed

quickly become fatigued. The teacher must be led to distinguish carefully, however, between mental and physical fatigue.

8. In all such classes, of course, it is evident that there must be absolute freedom from the prescribed course of study. The teacher must do that which is necessary to be done each day for each child, without reference to that which is prescribed for normal children instructed in regular classes. There must be more or less freedom from supervision, except of the expert kind, and this supervision may be only in the nature of advice which students of the medical and scholastic phases of such cases can give. Supervision can also prevent a result to be feared, namely, the filling of these classes with normal children who are unruly in the hands of weak teachers.

9. Every attempt should be made to secure co-operation in the home, in order that there may be secured the proper nutrition, food and the general sanitary and dietetic conditions which are remedial, and the lack of which is frequently the cause of these physiological and psychological defects. In this city, for example, there may be found cases in which children, during the cold weather of the winter, are in school daily in a semi-stupor caused by having slept the night before in rooms in which charcoal was burned in an open brazier. Many children are engaged in occupations which make it impossible for them to secure a sufficient amount of sleep and at the right hours. In many homes the food is so improperly prepared or selected that various forms of toxæmia appear in growing children. Many cases of epilepsy or pseudo-epilepsy have been traced to this cause, and, the cause having been removed and proper diet prescribed, convalescence has occurred. This co-operation with the home can be brought about in most cases by the earnest principal or teacher. The recent appointment of nurses by the Board of Health to visit the schools and the homes of children who are discovered to require exclusion under the text of the health law gives promise of an opportunity to reach these homes as they have not heretofore been reached.

It is believed that in such classes and under treatment as above indicated a great number of children can be reached and benefited. There will always be, however, a considerable number whose cases present greater difficulty and whose defects seem to be of greater intensity and permanence. For these there can be nothing but segregation and treatment in special classes or institutions provided by the state or the community for that purpose. For those whose feeble-mindedness and defectiveness approach idiocy, the treatment should be custodial as well as remedial.

The future may show the usefulness of a parental school or schools for such children and for the children who cannot be properly cared for in their own homes.

It is desirable, therefore, that the interest of a number of teachers should be enlisted in this work. Some of the institutions in and about the city in which courses in pedagogy are given, or one or more of the schools of medicine, should be requested to offer a course of instruction in the pathology and treatment of the atypical child, and the attempt should be made to form a body of teachers who will be at least fundamentally prepared to undertake the instruction of these children.

The character of the instruction, the nature of the occupations, the material to be used in the several exercises, upon the establishment of such classes, need not at this time be discussed.

It is believed that the establishment of these classes where needed, as indicated above, and their intelligent direction and maintenance will result in great benefit to a large number of children now in the schools and to a much larger number of children who are not enrolled in the public schools; that the attempt will receive the cordial approval of the public; that the successful continuance of this system may result in the establishment at various points in the city of special classes or special schools, officered by teachers or directors of special technical and medical equipment, in which the more serious cases may be segregated and given adequate treatment.

NOTE.—Ungraded or special classes have been organized in the following schools:

Borough of Manhattan—P. S. 1, one class; P. S. 19P, one class; P. S. 40, one class; P. S. 77G, two classes; P. S. 111, one class; P. S. 113, one class; P. S. 172, one class; P. S. 180, one class.

Borough of The Bronx—P. S. 2, one class.

## VACATION SCHOOLS, PLAYGROUNDS, AND RECREATION CENTRES

The report of Miss Evangeline E. Whitney, District Superintendent in charge of vacation schools, playgrounds and recreation centres, printed in Appendix C. will amply repay perusal. Under Miss Whitney's energetic supervision these activities have assumed proportions and are doing an amount of good beyond what was expected when they were first established. Through the establishment of eligible lists made after examination, inefficient teachers have been weeded out and an excellent working force developed. The manual training work accomplished by the pupils in the vacation schools will bear comparison with similar work done in any day schools throughout the country. The summer playgrounds

have brought health and happiness to thousands of children who would otherwise have had no place to play during the heated term but the crowded streets.

The roof playground furnished music and pleasant breathing places to the children and mothers of the tenements during July and August. The recreation centres, open during the evenings all the year round except July and August, have furnished wholesome recreation, gymnastic training, and opportunities for intellectual improvement through libraries and debating clubs, to many thousands of children who left school early to go to work and who were deprived of the advantages of a high school education. The study rooms have afforded an opportunity to the children of the tenements who had no place in which to study their lessons for the next day's school, well lighted, comfortable rooms in which to prepare their work with the aid of efficient instructors. I cannot speak too highly of the work accomplished by these institutions. Those who desire to become familiar with this branch of our work should study Miss Whitney's interesting and instructive report.

### SCHOOL LIBRARIES

For some years prior to 1903, owing to lack of interest on the part of the borough school boards, the fund for school libraries, partly contributed by the State, partly raised by local taxation, had been allowed to accumulate. While it is to be regretted that the pupils in the schools were deprived for nearly four years of the advantages that would have flown from a wise expenditure of this money, the condition of the fund gave your Committee on Lectures and Libraries an opportunity to reorganize the entire system of school libraries and to establish them on a sound foundation. A list of books, suitable for each year of the elementary course, was recommended by the Board of Superintendents and adopted by the Board of Education. Rules for the ordering, cataloguing, and distribution of the books were provided. A substantial beginning has been made in providing each class with a lending library

adapted to the attainments of the pupils. All of this work has been accomplished under the direct supervision of Mr. C. G. Leland, Superintendent of Libraries, whose report, published as Appendix I, will be found both interesting and instructive.

### SUPERINTENDENTS' CONFERENCES

The following conferences of Superintendents and Examiners were held during the year, in addition to the regular meetings of the Board of Superintendents:

1903

- |          |   |
|----------|---|
| January  | 9.—Ethical training in the schools.—Dr. Walter L. Hervey.   |
| January  | 23.—General conference on the new course of study for the elementary schools as far as it relates to the study of English.              |
| February | 6.—General conference on the new course of study for the elementary schools as far as it relates to the study of geography and history. |
| February | 20.—General conference on the new course of study for the elementary schools as far as it relates to nature study.                      |
| March    | 6.—General conference on the new course of study for the elementary schools as far as it relates to the study of mathematics.           |
| March    | 20.—Enforcement of the compulsory education law.—Superintendent Meleney.  |
| April    | 3.—How to teach children to study.—Superintendent Stevens.  |

- 1903
- April 17.—The assignment, supervision, and rating of new teachers.—Superintendent Higgins.
- May 1.—Teachers' plan and progress books, and principals' log books.—Superintendent Dwyer.
- May 15.—How shall the new course of study for the elementary schools be put into operation?—Superintendent Schauffler.
- October 2.—Methods of determining the efficiency of principals and teachers.—Superintendent Chickering.
- October 16.—How a superintendent may aid principals and teachers.—Superintendent Bardwell.
- October 30.—The first five years of language work as laid down in the new course of study.—Superintendent Strachan.
- November 13.—The proper use of the study period, including a consideration of the kind, amount, and supervision of home study.—Superintendent Taylor.
- December 4.—How should English be taught in the elementary day schools to foreign children who cannot speak the language?—Superintendent Shimer.

Similar conferences among principals were commenced in September.

#### EXPENDITURES FOR SCHOOL PURPOSES

The moneys raised by tax for educational purposes are divided into the special school fund and the general school fund. Under the special school fund are included all moneys devoted to the physical side of school work—the payment of janitors, the repair

of buildings, the furnishing of supplies, and the like; under the general school fund are included moneys devoted to purely educational purposes, particularly the payment of teachers' salaries. New buildings are constructed out of the proceeds of the sale of bonds.

The amount expended for school purposes during the year ending July 31, 1903, is shown in the following statement:

<b>General Fund</b> .....	<b>\$15,774,585 93</b>
<b>Special Fund</b> .....	<b>4,420,544 60</b>
<b>Bonds</b> .....	<b>6,037,425 07</b>
<b>Total</b> .....	<b>\$26,232,555 60</b>



The following statement shows the receipts and expenditures in detail:

# RECEIPTS

1. Balance on hand August 2, 1902.....		
2. Amount of public school moneys, both for teachers' wages and library, apportioned to the city by the State Superintendent (vide opinion, Corporation Counsel, J. B-E, 1899, pp. 194 and 195), \$1,302,126.47, included in General School Fund.....		\$15,742,768 78
3. Amount received from Board of Regents.....		
<i>a</i> for library.....	\$1,650 00	
<i>b</i> for regents' scholars.....	52,528 29	54,178 29
4. Amount raised by tax on property for all school purposes within the school year commencing August 1, 1902, and closing July 31, 1903.....		20,085,202 27
5. Amount received 5 per cent. excise taxes.....		265,917 78
6. Amount received from all other sources:		
<i>a</i> Issue of School House Bonds.....	\$6,351,719 44	
<i>b</i> For teachers' training classes.....	16,090 90	6,367,810 34
		<hr/>
		\$42,515,877 46
		244,178 41
		<hr/>
		\$42,271,699 05

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Less balances of old appropriations not required and relinquished in favor of City Treasury....

7.

Total.....

# PAYMENTS

8. For teachers' wages during the year commencing August 1, 1902, and ending July 31, 1903, viz.:	
<i>a</i> regular day school teachers.....	\$13,710,648 74
<i>b</i> special:	
music.....	86,074 97
drawing.....	61,281 57
physical training.....	15,400 31
manual training.....	85,502 40
German.....	80,900 00
French.....	15,300 00
teachers' training schools.....	103,105 13
<i>c</i> kindergarten teachers.....	193,589 82
<i>d</i> night school teachers.....	431,029 41
	<hr/>
Total.....	\$14,782,832 85

9.	For libraries, including all moneys applicable to library purposes; both the amount received from the State and the amount appropriated from other city funds, within said year for such purposes.....	\$22,469 86	
10.	For free text-books.....		1,073,413 63
11.	For school apparatus, such as blackboards, globes, maps, etc.....		
12.	For expenses of school houses and sites, viz.: for sites and permanent improvement thereof.....	\$1,964,355 29	
	for building or purchasing school houses.....	3,935,524 36	
	for hiring school houses.....	124,820 25	
	for repairing school houses.....	1,023,623 01	
	for furniture, such as chairs, tables, clocks, bells, etc.....	305,104 33	
	Total.....		7,353,427 24
13.	For other expenses, viz.: for printing, stationery, and postage.....	\$149,977 28	
	for fuel and lights.....	498,008 53	
	for water rates.....	1,470 37	
	for janitors and janitors' supplies.....	891,850 06	
	for salaries, other than those of teachers, for the following purposes, viz.: school superintendents.....	\$198,169 56	
	officers and clerks.....	289,057 55	
	superintendent of buildings.....	8,000 00	
	attendance officers.....	62,139 59	
	unenumerated.....		
	Total.....	901,739 58	3,000,412 52
14.	Amount remaining on hand July 31, 1903.....		\$26,232,555 60
15.	Total.....		16,039,143 45
	Total.....		\$42,271,699 05

## COST OF THE DAY SCHOOLS

The amount expended on the day schools, as distinct from evening schools, vacation schools and playgrounds, is shown, under the heads of general fund, special fund, and bonds, in the following table:

General Fund .....	\$15,168,121 33
Special Fund .....	4,293,982 93
Bonds .....	6,037,425 07
<b>Total .....</b>	<b>\$25,499,529 33</b>

## COST PER CAPITA

The average cost per capita of pupils in the public day schools, based on the general fund and on the special fund, not including the proceeds of the sale of bonds, and estimated on both the average register and the average daily attendance for the year, was as follows:

General Fund		Special Fund		Total General and Special Funds	
Estimated on		Estimated on		Estimated on	
Average Register	Average Attendance	Average Register	Average Attendance	Average Register	Average Attendance
\$30 64	\$34 48	\$8 67	\$9 76	\$39 31	\$44 24

As it has been asserted that the cost of teaching in the public schools has been unduly increased during the past year, I take pleasure in publishing the following statement of the cost *per capita* in the day elementary and high schools of each year since consolidation in 1898, which completely refutes the assertion:

## COMPARATIVE STATEMENT BY YEARS

Year	General Fund		Special Fund		Total
	Estimated on		Estimated on		Estimated on
	Average Register	Average Attendance	Average Register	Average Attendance	Average Register
Ending July 31, 1899.....	\$23_35	\$25 91	\$6 29	\$6_98	\$29 64
Ending July 31, 1900.....	28 75	31 85	6 06	6_72	34 81
Ending July 31, 1901.....	31 19	34 47	7 13	7 88	38 32
Ending July 31, 1902.....	30 99	33 89	7 58	8 29	38_57
Ending July 31, 1903.....	30 64	34 48	8_67	9 76	39 31
					\$32 89
					38 57
					42 35
					42_18
					44 24

From this statement it will be seen that during the year 1900-01, the expenditure from the general fund (teachers' salary account) rose, when estimated on the average attendance, from \$28.75 to \$31.19 per capita. This was the year in which the Davis law, which largely increased teachers' salaries, went into effect. Since that time the cost per capita for instruction in the public schools has been practically stationary. It was actually less during last year than it was in 1901-02, though the cost from the special fund, owing to the expenditures for equipping kindergarten rooms and the renting and equipment of temporary quarters, shows a slight increase.

#### THE COST OF EVENING SCHOOLS

Evening schools were maintained in all of the boroughs. A full account of the work of these schools, together with many valuable suggestions for their improvement, will be found in Appendix B., which contains the Report of District Superintendent Elgas, under whose supervision they were. The average cost per pupil in average attendance, based on the expenditures from the General School Fund and from the Special School Fund is given in the table which follows.

It should be remembered that the average attendance in evening schools is only about 40 per cent. of the register. If the cost *per capita* were estimated on the total number of pupils enrolled it would appear comparatively slight.

Expenditure General School Fund	Expenditure *Special School Fund	Total Cost	Average Attendance term 1902-03	Cost Per Capita
\$431,029 41	\$16,211 30	\$477,240 71	24,912	\$19 16

\*Janitorial service only.

#### THE COST OF VACATION SCHOOLS

Vacation schools were maintained in Manhattan, The Bronx, Brooklyn, and Queens. The following table shows the total cost, the average attendance, and the cost per capita:

Expenditure General School Fund	Expenditure Special School Fund	Total Cost	Average Attendance	Cost Per Capita
\$71,711 27	\$50,410 03	\$122,121 30	18,927	\$6 45

#### THE COST OF SUMMER PLAYGROUNDS

Summer playgrounds were maintained by the school authorities only in Manhattan, The Bronx, and Brooklyn. The following table shows the total cost, the average attendance, and the cost per capita:

Expenditure General School Fund	Expenditure Special School Fund	Total Cost	Average Attendance	Cost Per Capita
\$59,611 63	\$47,218 69	\$106,830 32	68,598	\$1 56

The different organizations under the heading "Playgrounds" were in session from eight to sixteen weeks.

#### THE COST OF RECREATION CENTRES

Certain schools in the boroughs of Manhattan and Brooklyn were thrown open throughout the year to the young people of the neighborhood for purposes of reading and recreation, under the care of specially selected supervisors. The average attendance in these schools, which were called "Recreation Centres," was, last year, 6,154. The total cost was \$56,834.00. The cost per capita, therefore, was \$9.24. While the cost per capita for the pupils in average attendance is still too high, it is satisfactory to find that it has been reduced 40 cents per pupil from what it was last year, and \$9.91 from what it was the year before.

#### LITIGATION AND DIMINISHED APPROPRIATIONS

There are two circumstances in the present condition of the schools which at first sight may seem to cause alarm for the future. One is that a certain class of teachers—the same class of teachers who in the past sought appointment or promotion through pull—

are now seeking the same ends through litigation. This phenomenon is not serious. Indeed, it was to be expected. Even, however, when the litigants are successful through technicalities, means have been found, through the co-operation of the Board of Education and the Board of Superintendents, to prevent the appointment or promotion of the unfit and to preserve the rights of the meritorious.

The other cause of alarm is that, owing to the reduction made by the Board of Estimate and Apportionment in the appropriations asked for by the Board of Education for 1904, some of the activities which have been built up with so much care and labor may be seriously crippled. Indeed, at the present writing (December 31, 1903), your Board has determined to close the recreation centres on January 31, 1904, and not to open the vacation schools and playgrounds next summer, unless additional money is granted. There is no other course open. Inestimably valuable as these activities have been to the poorer classes of the community, they must give way to the necessities of the elementary schools and high schools.

During the past year the assessed valuation of property was changed from a percentage basis to what was supposed to be full value. In consequence, the tax for the maintenance of the general school fund was decreased from four mills to three mills on the dollar of the assessed value of the city's property. I would earnestly recommend that the Board of Education urge the Legislature to make this tax three and one-half mills. If this change is made the Board of Education will be in a position to carry out its policies without finding itself obliged to stop useful work through lack of funds.

## CONCLUSION

The term of six years for which I was elected City Superintendent of Schools is drawing to a close. These years have witnessed momentous changes in the public school system. What the verdict of history upon these changes will be, it would be futile to anticipate. These things, however, we may say with confidence: The school system has been lifted out of politics, appointments and promotions are now made for merit alone, school houses are more ample and are

better equipped, the teachers are better paid and, in the vast majority of cases, are demonstrating that they deserve the increase of salary by rendering more efficient service. As the adviser of the Board of Education during the past six years in every step that was taken for the uplifting of the schools, I venture to hope that what has been accomplished will not be without good fruit in the years that are to come.

I must express my cordial thanks to the members of the Board of Education, to my colleagues in the Board of Superintendents and the Board of Examiners, to the District Superintendents and to all other members of the teaching and supervising force for their co-operation and support.

All of which is respectfully submitted.

WILLIAM H. MAXWELL,

City Superintendent of Schools.





# GENERAL STATISTICS

Boroughs	Population July 31, 1908 (Est'd B'd of Health)		Average daily attendance of all pupils				Average register			Per cent of daily attendance on Average Register	
	Population of City	School Population 5 to 18 yrs.	High Schools	Elementary Schools	Kinder-gartens	Total	High Schools	Elementary Schools	Kinder-gartens	Total	
Manhattan.....	1,919,289	455,506	5,955	211,660	3,085	220,700	6,556	232,072	3,696	242,324	91
The Bronx.....	270,463	64,180	1,625	34,127	942	36,694	1,772	40,359	1,217	43,348	85
Brooklyn.....	1,295,155	324,306	6,536	139,161	2,855	148,552	7,524	158,528	3,738	169,790	87
Queens.....	183,559	50,276	1,172	22,856	1,090	25,118	1,347	26,266	1,478	29,091	86
Richmond.....	72,765	18,431	408	8,131	325	8,864	477	9,505	510	10,492	84
Entire City.....	3,741,231	912,699	15,696	415,935	8,297	439,928	17676*	466,730	10,639	495,045	89

\*Includes Theory Department of Training Schools.

Boroughs	Number of duly licensed teachers who were employed in teaching during any portion of the school year			Number of Superintendents, principals, heads of departments and directors of special branches			Number of teachers, including teachers of special branches.			Number of days the schools were actually in session	Number of years required to complete the course of study		
	Men	Women	Total	Men	Women	Total	Men	Women	Total		Train- ing Schools	High Schools	Ele- mentary Schools
Manhattan.....	755	6,230	6,985	80	207	287	525	5,277	5,802	194	2	4	7
The Bronx.....	222	1,040	1,262	24	22	46	140	884	1,024	194	.....	4	7
Brooklyn.....	379	4,680	5,059	86	220	306	250	3,748	3,998	194	2	4	8
Queens.....	119	911	1,030	34	31	65	71	779	850	194	.....	4	8
Richmond.....	53	270	324	14	4	18	39	248	287	194	.....	4	8
Entire City.....	1,528	13,131	14,672*	238	484	722†	1,025	10,936	11,961	.....	.....	.....	.....

\* Includes 1 City Superintendent, 8 Associate Superintendents, 3 District Superintendents, 1 Director of Physical Training, not assigned to districts.

† Does not include 1 City Superintendent, 8 Associate Superintendents, 3 District Superintendents, 1 Director of Physical Training, not assigned to districts.

## TRAINING SCHOOLS

Boroughs	Average daily attendance			Number graduated during the year			Number of Principals	Number of Instructors
	Boys	Girls	Total	Boys	Girls	Total		
Manhattan.....	32	227	259	24	117	141	1	13
Brooklyn.....	10	306	316	5	168	173	1	29
Entire City.....	42	533	575	29	285	314	2	42

# HIGH SCHOOLS

Boroughs	Average daily attendance			Number graduated during the year			Number of Principals	Number of Instructors
	Boys		Total	Boys		Total		
	Boys	Girls	Total	Boys	Girls	Total		
Manhattan. . . . .	2,583	3,113	5,696	97	79	176	4	263
The Bronx. . . . .	628	997	1,625	37	41	78	1	69
Brooklyn. . . . .	2,322	3,898	6,220	218	647	865	6	314
Queens. . . . .	499	673	1,172	52	70	122	1	63
Richmond. . . . .	149	259	408	3	11	14	..	21
Entire City . . . . .	6,181	8,940	15,121	407	848	1,255	12	730

# ELEMENTARY SCHOOLS

Boroughs	Average daily attendance			Number graduated during the year			Number of Principals and Heads of Departments	Number of Teachers
	Boys		Total	Girls		Total		
	Boys	Girls		Boys	Girls			
Manhattan.....	107,040	104,620	211,660	4,540	4,898	9,438	265	5,234
The Bronx .....	17,325	16,802	34,127	775	981	1,756	43	881
Brooklyn.....	70,937	68,224	139,161	2,513	2,947	5,460	287	3,497
Queens.....	11,867	10,989	22,856	389	461	850	58	724
Richmond.....	4,306	3,825	8,131	154	175	329	17	249
Entire City .....	211,475	204,460	415,935	8,371	9,462	17,833	670	10,585

## KINDERGARTENS

Boroughs	Average daily attendance			Number of Classes	Number of Directors	Number of Teachers
	Boys	Girls	Total			
Manhattan.....	1,627	1,458	3,085	169	1	105
The Bronx .....	518	424	942	39	..	36
Brooklyn .....	1,507	1,348	2,855	127	1	104
Queens .....	577	513	1,090	55	1	45
Richmond.....	160	165	325	14	..	9
Entire City .....	4,389	3,908	8,297	404	3	299

## SPECIAL BRANCHES (ELEMENTARY SCHOOLS)

## DIRECTORS

Boroughs	Music	Manual Training and Drawing	Physical Training	Sewing	Cooking	Shopwork	German	French	Penmanship
Manhattan.....	1	1	1	1	1	..	..	..	..
The Bronx .....	..	..	..	..	..	..	..	..	..
Brooklyn .....	1	1	1	1	..	..	..	..	..
Queens .....	1	1	1	..	..	..	..	..	..
Richmond.....	..	..	..	..	..	..	..	..	..
Entire City .....	3	3	4 *	2	1	..	..	..	..

\* Includes one general Director for all Boroughs.

**SPECIAL BRANCHES (ELEMENTARY SCHOOLS)  
TEACHERS**

Boroughs	Music	Manual Training and Drawing	Physical Training	Sewing	Cooking	Shopwork	German	French	Penmanship
Manhattan.....	23	22	5	26	30	28	44	9	..
The Bronx.....	4	4	1	7	3	6	10	3	..
Brooklyn.....	15	17	6	14	1	1	..	..	..
Queens.....	7	7	1	2	..	..	1	..	..
Richmond.....	3	2	1	1	..	..	..	..	1
Entire City.....	52	52	14	50	34	35	55	12	1

**NUMBER OF SCHOOLS**

Boroughs	Training Schools	High Schools and H. S. Departments	Elementary Schools	Truant Schools	Nautical Schools	Total
Manhattan.....	1	4	201	1	1	208
The Bronx.....	..	1	39	..	..	40
Brooklyn.....	1	6	135	1	..	143
Queens.....	..	7	73	..	..	80
Richmond.....	..	2	33	..	..	35
Entire City.....	2	20	481	2	1	506

**DISTRICT SUPERINTENDENTS**

Manhattan.....	11
The Bronx.....	2
Brooklyn.....	7
Queens.....	2
Richmond.....	1
Entire City.....	23



## AGES OF PUPILS

Age	High Schools		Elementary Schools		Kindergartens		All Grades			Per cent. of whole number, 1903
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	
Over 21	13	31	.....	.....	.....	.....	13	31	44	.01
20 to 21	18	80	.....	.....	.....	.....	18	80	98	.02
19 to 20	112	293	3	2	.....	.....	115	295	410	.08
18 to 19	332	689	14	21	.....	.....	346	710	1,056	.23
17 to 18	777	1,271	107	163	.....	.....	884	1,434	2,318	.47
16 to 17	1,283	1,897	770	1,058	.....	.....	2,053	2,955	5,008	1.03
15 to 16	1,688	2,713	3,918	4,268	.....	.....	5,606	6,981	12,587	2.58
14 to 15	1,565	1,851	12,388	11,931	.....	.....	13,953	13,782	27,735	5.68
13 to 14	633	768	22,968	21,286	.....	.....	23,601	22,054	45,655	9.35
12 to 13	40	23	26,512	26,302	.....	.....	26,552	26,325	52,877	10.83
11 to 12	.....	.....	27,750	27,819	.....	.....	27,750	27,819	55,569	11.38
10 to 11	.....	.....	29,619	28,733	.....	.....	29,619	28,733	58,352	11.95
9 to 10	.....	.....	30,072	29,861	.....	.....	30,072	29,861	59,933	12.28
8 to 9	.....	.....	29,818	29,521	.....	.....	29,818	29,521	59,339	12.15
7 to 8	.....	.....	30,006	29,050	38	32	30,044	29,082	59,126	12.11
6 to 7	.....	.....	17,745	17,322	1,417	1,216	19,162	18,538	37,700	7.72
5 to 6	.....	.....	220	224	4,485	4,032	4,705	4,256	8,961	1.84
under 5	.....	.....	7	12	740	690	747	702	1,449	.29

## APPENDIX B

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REPORT OF MATTHEW J. ELGAS, DISTRICT SUPERIN-  
TENDENT IN CHARGE OF EVENING SCHOOLS



## APPENDIX B

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### REPORT OF MATTHEW J. ELGAS, DISTRICT SUPERIN- TENDENT IN CHARGE OF EVENING SCHOOLS.

BOARD OF EDUCATION,  
THE CITY OF NEW YORK,

September 14th, 1903.

DR. WILLIAM H. MAXWELL,  
City Superintendent of Schools.

Dear Sir:

Herewith I beg to submit a report in regard to the Evening Schools, Elementary and High, for the season of 1902-3.

For the first time in the history of the Department of Education the evening schools of the different boroughs, comprised within The City of New York, were placed under one and the same management and subject to the same By-Laws of the Board of Education, and the same Rules and Regulations of the Board of Superintendents. To conform to this new arrangement and thus to unify the system, it became necessary to inaugurate many changes in the conduct of these schools in the various parts of the City.

For example, the sexes were separated and schools were organized for men and boys, and for women and girls; the terms were made alike throughout, as were also the hours for opening and closing; as much as possible, the curriculum of studies was made uniform; the selection of text books carefully scrutinized by the superintendent in charge; principals and teachers were appointed in the order of standing on eligible lists, prepared by the Board of Examiners, after both written and oral examinations, and many other minor details attended to as occasion demanded. Naturally, the good results of all these changes will not be so apparent after this the first season, as, I trust, they may be in another year, during which it is hoped the evening schools will be placed on a better and firmer basis than ever before.

The season opened with two weeks' registration in the High Schools, beginning on the second Monday in September, and with one week's registration in the Elementary Schools, beginning on the last Monday in September. The regular sessions began immediately thereafter, the first term ending with the tenth week, the second term during the last week in March, with the exception of certain elementary schools, of which mention will be made hereafter.

As an experiment, the Friday evening session was omitted in the elementary schools, with the hope that the attendance would be more regular. No special improvement, however, is noticeable in this respect, and the opinion of the principals and teachers, as far as I have been able to learn, is divided as to the advisability of this arrangement. It is maintained on the one side, that it gives teachers and pupils a much needed rest, and enables them to devote the extra evening to other pursuits, both social and scholastic; while on the other hand it is argued that the break in the week from Thursday until Monday is not beneficial to the regularity and continuity of the work and the progress of the pupils. In some schools, the attendance is large, whether the sessions occupy four evenings or five evenings a week; in other schools the attendance is just as irregular and just as small, as under the old arrangement. It may be that the operation of the new compul-

sory education law, which compels boys between 14 and 16 years of age who have not graduated from the regular day schools but who are "engaged in any useful employment or service," to "attend the public evening schools for not less than six hours per week, for a period of not less than sixteen weeks in each school year or calendar year," may make a great difference. This, however, remains to be seen. My own opinion is, that one Friday evening in each month should be devoted to some entertainment, lecture, or other exercise of a social as well as instructive nature, to which only those pupils who can present a card of regular attendance and good conduct for the month should be admitted. It would not be necessary to employ the whole staff of instructors for that evening, as only the principal and perhaps three or four assistants would be required. The programme for these evenings should be prepared by the respective principals, with the approval of the superintendent in charge.

In the Evening High Schools, a course of lectures bearing on subjects of interest to the students, could be so arranged that certain sections or departments of the school could be assembled on different Friday evenings, covering in all for each individual pupil not more than four or five sessions.

There were organized eleven high schools and sixty-eight elementary schools, making seventy-nine evening educational centres. These schools were open to pupils who, on account of age or occupation, were unable to attend the day schools, and who desired either to pursue advanced studies, or to make up for the deficiencies of their early training, and also to foreigners studying English.

The number of principals and teachers employed was 1,340.

The number of pupils enrolled in the elementary schools was 60,176; in the high schools 16,223, a total of 76,399. The register of the schools and classes was 55,000 in the Elementary and 13,929 in the High Schools, a total of 68,929. The difference between the enrollment and the register is accounted for by the fact that every year large numbers of pupils enroll, who never secure a place on the class register, either because they were not in earnest when

they applied for their cards of admission, or because circumstances prevented their attendance. The frequent changes of residence, which occur in every large city, enable pupils to enroll in several districts during the season, as they will not trouble themselves to get a card of transfer from one school to another; hence their names may appear on the rolls of different schools.

The average attendance in the Elementary Schools was 19,986; in the High Schools 4,926, a total of 24,912, which is a little over 36 per cent. This result seems very unsatisfactory and disappointing. It must be remembered, however, that attendance upon the evening schools is voluntary and subject to the conditions of trade during the fall and winter sessions. Many of the pupils come to school after a long and in most cases a very exhausting day's work, and their interest is not strong enough to induce them to devote their evenings to study, especially when so many attractions, outside of the school room, tend to draw them away. Some one has said: "No matter how eager a young man may be to get an education, his enthusiasm is apt to be intermittent and his efforts irregular and spasmodic, unless his eagerness for an education can be crystallized into a desire to accomplish a certain well-defined work, which will give that measure of mental development which means to him an education."

Not only must the school, therefore, be made attractive, but the pupil must be assured that he will get just that advantage which he desires, through an earnest, enthusiastic teacher, whose sympathy and interest in him will hold him to the end. This proves how important it is that the right teachers should be assigned to evening school work. To this end it was decided to create evening school eligible lists from which nominations were made. In this way every element in the selection of teachers except that of merit and fitness, was eliminated from the evening school appointments.

For the sake of comparison the following table, compiled from reports in the Bureau of Education at Washington, may prove of interest in this connection:

TABLE I

CITY	REGISTRA- TION	AV. ATT.	PER CENT.
Baltimore, Md. ....	5,059	1,065	21
Paterson, N. J. ....	2,253	495	22
Rochester, N. Y. ....	397	105	26
Detroit, Mich. ....	2,297	787	34
Cleveland, Ohio ....	1,450	500	34
Boston, Mass. ....	11,269	4,002	36
Buffalo, N. Y. ....	3,477	1,290	37
San Francisco, Cal. ....	7,064	2,993	42
Chicago, Ill. ....	9,934	4,376	44

The last report of Dr. William T. Harris, Commissioner of Education, gives 190,000 as the total enrollment of pupils in all the evening schools of the United States. When we consider that The City of New York had in its evening schools during last season nearly one third of this number, it is evident that we are at the present time a very important factor, in point of numbers at least, in the educational history of our country and that we are doing a very large proportion of the work in this most important department of public education.

TABLE II

The following table gives a general and detailed statement for each borough:

## BOROUGH OF MANHATTAN

## GENERAL STATEMENT—FROM 1902-1903

	ELEMENTARY	HIGH
Number of evening schools in session, 1902-1903.....	33	7
Largest number of classes at any one time.....	680	163
Number of classes discontinued before end of term..	90	7
Total enrollment .....	45,047	11,479
Total Register .....	41,410	9,675
Average attendance .....	15,543	3,696
Per cent. of attendance on enrollment.....	35	32
Per cent. of attendance on register.....	38	38
Average number of pupils to a class.....	25	23

## DETAILED STATEMENT

	ENROLL- MENT	AV. ATT.	PER CENT.
Evening High Schools: { Men .....	6,662	2,152	32
{ Women .....	4,817	1,544	32
Evening { Boys .....	29,922	8,844	30
Elementary Schools: { Girls .....	15,125	6,699	44
Adults (English speaking).....	8,106	2,797	35
Foreigners learning English.....	23,521	7,939	34



### BOROUGH OF THE BRONX. GENERAL STATEMENT

	ELEMENTARY
Number of Evening Schools in session, 1902-1903....	3
Largest number of classes at any one time.....	36
Number of classes discontinued before end of term..	14
Total enrollment .....	2,080
Total register .....	1,902
Average attendance .....	554
Per cent. of attendance on enrollment.....	27
Per cent. of attendance on register.....	29
Average number of pupils to a class.....	18

#### DETAILED STATEMENT

	ENROLL- MENT	AV. ATT.	PER CENT.
Evening High Schools: { Men .....	.....	.....	.....
{ Women .....	.....	.....	.....
Evening               { Boys .....	1,466	345	24
Elementary Schools: { Girls .....	614	209	34
Adults (English speaking) .....	675	189	28
Foreigners learning English.....	370	116	31

### BOROUGH OF BROOKLYN GENERAL STATEMENT

	ELEMENTARY	HIGH
Number of Evening Schools in session, 1902-1903.....	21	4
Largest number of classes at any one time.....	208	88
Number of classes discontinued before end of term.....	63	15
Total enrollment .....	11,180	4,744
Total register .....	9,960	4,254
Average attendance .....	3,370	1,230
Per cent. of attendance on enrollment.....	30	26
Per cent. of attendance on register.....	34	29
Average number of pupils to a class.....	17	17

#### DETAILED STATEMENT

	ENROLL- MENT	AV. ATT.	PER CENT.
Evening High Schools: { Men .....	3,193	788	10
{ Women .....	1,551	442	28
Evening               { Boys .....	7,806	2,002	26
Elementary Schools: { Girls .....	3,374	1,370	41
Adults (English speaking) .....	817	369	45
Foreigners learning English .....	2,170	760	35

### BOROUGH OF QUEENS GENERAL STATEMENT

	ELEMENTARY
Number of Evening Schools in session, 1902-1903..	7
Largest number of classes at any one time.....	24
Number of classes discontinued before end of term..	6
Total enrollment .....	1,037
Total register .....	956
Average attendance .....	291
Per cent. of attendance on enrollment.....	28
Per cent. of attendance on register.....	30
Average number of pupils to a class.....	13

## DETAILED STATEMENT

		ENROLL- MENT	AV. ATT.	PER CENT.
Evening High Schools:	{ Men .....	.....	.....	.....
	{ Women .....	.....	.....	.....
Evening	{ Boys .....	658	180	27
Elementary Schools:	{ Girls .....	379	111	29
Adults (English speaking).....		153	48	31
Foreigners learning English.....		134	55	41

## BOROUGH OF RICHMOND

## GENERAL STATEMENT

	ELEMENTARY
Number of Evening Schools in session, 1902-1903....	4
Largest number of classes at any one time.....	15
Number of classes discontinued before end of term....	2
Total enrollment .....	832
Total register .....	772
Average attendance .....	228
Per cent. of attendance on enrollment.....	27
Per cent. of attendance on register.....	30
Average number of pupils to a class.....	15

## DETAILED STATEMENT

		ENROLL- MENT	AV. ATT.	PER CENT.
Evening High Schools:	{ Men .....	.....	.....	.....
	{ Women .....	.....	.....	.....
Evening	{ Boys .....	638	174	27
Elementary Schools:	{ Girls .....	194	54	28
Adults (English speaking).....		286	74	26
Foreigners learning English.....		50	18	36

## TABLE III

Gives detailed statistics for each High School in regard to Registration and Attendance:

## EVENING HIGH SCHOOLS

Season 1902-1903.

## BOROUGH OF MANHATTAN

SCHOOL	REGISTER	AV. ATT.	PER CENT. OF AV. ATT. ON REGISTER
New York, for Men.....	1,827	635	34
Harlem, for Men.....	2,015	813	40
East Side, for Men.....	1,837	704	38
New York, for Women.....	1,151	325	28
Harlem, for Women.....	755	372	49
East Side, for Women.....	1,133	532	46
West Side, for Women.....	957	315	33
	9,675	3,696	38

## BOROUGH OF BROOKLYN

SCHOOL	REGISTER	AV. ATT.	PER CENT. OF AV. ATT. ON REGISTER
Brooklyn, for Men.....	1,898	456	24
Eastern, for Men.....	978	332	33
Central, for Women.....	676	207	30
Williamsburg, for Women.....	702	235	33
	4,254	1,230	29

TABLE IV  
EVENING ELEMENTARY SCHOOLS

Season 1902-1903.

## BOROUGH OF MANHATTAN

SCHOOL	REGISTER	AV. ATT. ENG. DEPT.	AV. ATT. FOR. DEPT.	TOTAL AV. ATT.	PER. CENT. AV. ATT. REGISTER	ENG. SPEAKING ADULTS
1....	1,386	210	343	553	40	112
2....	1,770	...	554	554	31	...
*4....	991	460	107	567	57	...
7....	2,304	...	832	832	36	...
8....	1,443	176	208	384	27	92
*13....	2,242	522	388	910	41	522
16....	1,089	245	86	331	30	63
*17....	424	234	24	258	61	44
*19....	869	246	91	337	39	26
22....	2,628	214	800	1,014	39	...
*23....	297	120	47	167	56	3
25....	1,253	100	304	404	32	117
32....	1,451	170	186	356	25	...
*38....	354	121	96	217	60	...
39....	789	287	70	357	45	84
40....	1,822	228	260	488	27	60
*42....	1,404	84	855	939	67	...
*43....	342	209	19	228	67	15
*45....	505	213	...	213	42	213
*49....	571	195	51	246	43	89
58....	1,041	302	67	369	35	...
*59....	792	284	52	336	42	234
70....	1,483	190	218	408	28	80
*71....	633	133	205	338	53	6
*72....	1,091	368	29	397	36	368
75....	1,449	532	56	588	41	58
77....	1,133	223	113	336	30	19
79....	1,558	277	319	596	38	271
83....	958	163	245	408	43	78
*92....	1,255	63	461	524	42	63
*96....	992	393	150	543	55	34
160....	3,765	...	866	866	23	121
*177....	1,326	229	250	479	36	26
	41,410	7,191	8,352	15,543	38	2,798

\*Schools for Women and Girls.

## BOROUGH OF THE BRONX

SCHOOL	REGISTER	AV. ATT.	AV. ATT.	TOTAL	PER. CENT.	AV. ATT.	ENG.
		ENG. DEPT.	FOR. DEPT.		REGISTER	ADULTS	SPEAKING
62....	793	167	58	225	28	175	
85....	574	89	31	120	21	...	
*90....	535	182	27	209	39	14	
	<hr/> 1,902	<hr/> 438	<hr/> 116	<hr/> 554	<hr/> 29	<hr/> 189	

\*School for Women and Girls.

## BOROUGH OF BROOKLYN

SCHOOL	REGISTER	AV. ATT.	AV. ATT.	TOTAL	PER. CENT.	AV. ATT.	ENG.
		ENG. DEPT.	FOR. DEPT.		REGISTER	ADULTS	SPEAKING
*2....	423	153	5	158	37	110	
5....	875	154	82	236	27	46	
13....	798	195	100	295	37	29	
*15....	636	275	55	330	52	18	
17....	590	98	65	163	28	10	
*18....	683	315	55	370	54	...	
22....	290	104	...	104	36	...	
24....	645	174	61	235	36	13	
*26....	436	169	20	189	43	...	
33....	983	162	123	285	29	...	
40....	744	101	47	148	20	9	
45....	482	121	40	161	33	14	
83....	336	81	12	93	28	33	
*84....	546	154	35	189	35	...	
85....	235	62	14	76	32	8	
100....	92	32	...	32	35	8	
101....	114	49	...	49	43	28	
104....	33	16	...	16	48	1	
109....	614	76	44	120	20	17	
*120....	57	24	6	30	53	25	
126....	348	73	18	91	26	...	
	<hr/> 9,960	<hr/> 2,588	<hr/> 782	<hr/> 3,370	<hr/> 34	<hr/> 369	

\*Schools for Women and Girls.

## BOROUGH OF QUEENS

SCHOOL	REGISTER	AV. ATT.	AV. ATT.	TOTAL	PER. CENT.	AV. ATT.	ENG.
		ENG. DEPT.	FOR. DEPT.		REGISTER	ADULTS	SPEAKING
1....	181	46	...	46	25	18	
4....	261	90	...	90	34	...	
8....	180	35	14	49	27	24	
27....	47	...	30	30	64	...	
47....	33	12	...	12	36	...	
59....	186	50	...	50	27	4	
72....	68	9	5	14	21	2	
	<hr/> 956	<hr/> 242	<hr/> 49	<hr/> 291	<hr/> 30	<hr/> 48	

## BOROUGH OF RICHMOND

SCHOOL	REGISTER	AV. ATT.		TOTAL AV. ATT.	PER. CENT. ENG.	
		ENG. DEPT.	FOR. DEPT.		AV. ATT. REGISTER	SPEAKING ADULTS
1....	90	30	...	30	33	14
14....	189	57	11	68	36	46
17....	113	16	1	17	15	4
20....	380	110	3	113	29	10
	<hr/> 772	<hr/> 213	<hr/> 15	<hr/> 228	<hr/> 30	<hr/> 74

It is worthy of note that the average attendance of pupils in the schools for women and girls was, as a rule much larger than in the schools for men and boys.

As an experiment the sessions of eleven of the elementary schools in the Borough of Manhattan and three in the Borough of Brooklyn were continued for four weeks longer, on account of the very large attendance and the interest shown by the pupils. The following table shows the average attendance in these schools for the extra term:

TABLE V.

Average Attendance for Extra Term, 1902-1903.

## MANHATTAN

Week.	E. S. No. 2	8	13	22	42	75	79	92	96	160	177
1st....	292	199	555	518	647	276	331	310	400	458	505
2d....	200	165	491	425	607	329	297	194	316	387	451
3d....	232	171	506	521	583	334	321	233	387	453	409
4th....	226	156	519	489	674	377	300	240	415	418	439
	<hr/> 950	<hr/> 691	<hr/> 2,071	<hr/> 1,953	<hr/> 2,511	<hr/> 1,316	<hr/> 1,249	<hr/> 977	<hr/> 1,518	<hr/> 1,716	<hr/> 1,804
Average..	238	173	518	488	628	329	312	244	380	429	451

## BROOKLYN

Week.	E. S. No. 13	15	18
1st.....	132	182	296
2d.....	119	164	152
3d.....	119	162	275
4th.....	129	136	290
	<hr/> 499	<hr/> 644	<hr/> 1,013
Average..	125	161	253

The result proved that the lengthening of the term to the end of April did not interfere to any extent with the usual attendance,

an argument in favor of extending the second term. In most of these schools the attendance of the fourth week was almost as great as that of the first week, in some even greater.

I desire to call attention to the vast numbers of foreigners studying the English language. Of these, there were enrolled 26,245 with an average attendance of nearly 34 per cent. They occupy mostly the crowded schools on the East Side of Manhattan, where the foreign non-English-speaking element is enormous. It is here especially that the most important and perhaps the most interesting work of our evening schools is done, namely, that of teaching these foreigners our language and our customs, making them acquainted with our form of government and thus helping to transform them into good American citizens. A special syllabus containing instructions to principals and teachers engaged in teaching English to foreigners was issued last season, with the hope that this department of our evening school work would be much improved. A special examination, both written and oral, for the re-appointment of these teachers was held early in April, as it is imperative that these pupils should hear only the best English spoken by teachers familiar with the approved methods of language teaching. As soon as these pupils were able to follow instruction in English, they were placed in English classes, even though they could not read or write English. In one of the schools no less than ten such English classes were formed during the term and the pupils looked upon it as an honor to be thus promoted.

In our Evening High Schools, I am pleased to report that most important changes were made. Under the new By-Laws, no applicant could be admitted unless he presented a certificate, stating that he had completed the studies of the elementary schools; otherwise he was obliged to pass an equivalent examination. Many meetings and conferences were held by the superintendent in charge with the principals, and the general desire was to raise the standard of these schools, as far as practicable, to that of the day High Schools. A tentative course of study was agreed upon, for which the approval of the Board of Superintendents will be asked at an early day.

The interest in these Evening High Schools is increasing year by year, as is manifested by the large number of men and women who enrolled in the several departments of study during the past winter. The following table gives the number of pupils in each subject:

TABLE VI

SUBJECT	REGISTER	AV. ATT.	PER CENT. OF AV. ATT. ON REGISTER
English Composition and Rhetoric..	2,634	897	35
English Literature.....	1,517	585	38
Latin .....	730	232	32
German .....	1,796	571	32
French .....	1,607	523	33
Spanish .....	842	292	35
Higher Arithmetic.....	2,142	675	32
Algebra and Geometry.....	2,455	833	34
Physics and Applied Mechanics.....	608	219	36
Anatomy and Physiology.....	30	9	30
Chemistry .....	852	306	36
Bookkeeping .....	5,190	1,948	38
Phonography and Typewriting.....	5,586	2,030	36
Commercial Law .....	112	49	44
Economics .....	173	62	36
Freehand Drawing .....	1,135	344	30
Architectural Drawing .....	699	273	39
Mechanical Drawing .....	675	222	33
Ship Drafting .....	137	30	22

Each subject requires one full period each evening for one school year. There being two periods each evening, a pupil can complete two full periods in one year. Certificates are awarded annually for the completion of any period; diplomas for the completion of a four years' course of eight periods, or a six years' course of twelve periods, provided the pupil has attended at least 85 per cent. of his registered evenings and passes an examination with a percentage of at least 60.

The Evening High Schools have become very largely the medium for preparation to pass the examinations held by the Civil Service Boards and the State Board of Regents, which accepts the High School certificate and diploma.

Every facility was afforded to the students; the Committee on Supplies was most liberal in furnishing the best material for the

work and it gives me pleasure to report that the supplies have been used most carefully and economically.

The cost of the Evening Schools for the season of 1902-3 for salaries and supplies was as follows:

#### ELEMENTARY SCHOOLS

BOROUGH	SALARIES OF PRIN. AND TEACHERS	SALARIES OF JANITORS	SUPPLIES	TOTAL	COST PER PUPIL
Manhattan ....	\$197,997.95	\$8,094.75	\$16,473.93	\$222,566.63	\$14.32
The Bronx ....	8,589.00	414.75	1,424.39	10,428.14	18.82
Brooklyn .....	55,100.50	3,153.60	5,824.87	64,078.97	19.01
Queens .....	5,480.50	660.00	1,870.42	8,010.92	27.52
Richmond .....	3,362.50	345.75	688.06	4,396.31	19.28
Total.....	\$270,530.45	\$12,668.85	\$26,281.67	\$309,480.97	\$15.48

#### HIGH SCHOOLS

BOROUGH	SALARIES OF PRIN. AND TEACHERS	SALARIES OF JANITORS	SUPPLIES	TOTAL	COST PER PUPIL
Manhattan ....	\$108,160.79	\$2,517.30	\$13,625.58	\$124,303.67	\$33.63
Brooklyn .....	52,338.17	1,085.15	9,044.68	62,468.00	50.78
Total.....	\$160,498.96	\$3,602.45	\$22,670.26	\$186,771.67	\$37.91

Taking all the schools in the city, both elementary and high, the total cost, not including fuel and lighting, was \$496,252.64, making the average per pupil \$19.92. This, I think, is a very moderate outlay, when we take into consideration the importance of the work and the good results achieved.

#### SUGGESTIONS AND RECOMMENDATIONS

1. Establish workshops in all the Junior Schools for Boys.
2. Extend the classes in sewing, dressmaking, millinery and cooking to all the schools for women and girls.
3. Introduce advanced dressmaking in the Evening High Schools for women, co-ordinating it with drawing.



4. In the Evening High Schools for women, devote a portion of each week to music.

5. Introduce the study of physical training in all the evening schools.

6. Establish evening school libraries, as in the day schools.

7. Award certificates in the evening elementary schools after examination, as was done for the first time last season in the Evening High Schools.

8. Devote the Friday evenings to the uses indicated in a former part of this report.

9. Appoint a Director of Cooking for evening schools, whose duty it shall be to arrange and supervise this department of work. We now have a Director of Sewing.

10. We should also have a Director of Drawing; if not, then the drawing classes should be supervised by the Director of Manual Training.

11. Organize technical or trade schools. We may imitate the example of Springfield, Mass., where an evening trade school was established in the Mechanic Arts High School as far back as 1898. In this school there are classes in machine-shop practice, tool-making, plumbing, pattern-making, and wood-working, in addition to classes in mechanical drawing, magnetism, electricity, and the higher mathematics. The course of instruction is so planned as to give a working knowledge of the various machines, measuring-instruments, and methods used by skilled workmen.

Lowell Institute of Lowell, Mass., has established—to go into operation this season—an Evening “School for Industrial Foremen,” to comprise two courses, one mechanical, the other electrical, both extending over two years. The subjects taught include prac-

tical mathematics, elements of mechanism, and gearing, the steam engine and boilers, direct current machinery, electric distribution and testing, dynamo laboratory, etc. The instruction is free to students who have a good knowledge of arithmetic, elementary algebra, plane geometry, and mechanical drawing.

We are living in an age in which special training for what are termed "the humbler callings in life," as well as the professions, has become a necessity. There is a growing demand on the part of the people, that our Boards of Education should provide such opportunities as are feasible and sensible, to fit pupils effectually for the battle of life. Our successful business and professional men recognize the necessity of an educational system that will enable the pupil to *earn his living*, and not merely fit him for admission to the high school or college.

The great majority of our boys never enter the high school or the college, and either engage in business or learn a trade on completing the elementary school course. Very many never even reach the highest grade of the elementary school and many of those who enter the high school drop out before the end of the last year. These boys could be induced to attend the evening trade schools to the profit not only of themselves but of the community at large.

To be sure we cannot teach all trades and therefore we must confine ourselves to the demand of the locality. In Springfield, there was need of skilled workmen in the industries I have mentioned and accordingly classes in these subjects were formed, with a success that was most gratifying.

In Lowell, the necessity was felt for men who had received a practical training to become the heads of large industrial establishments, and the school of which I have made mention was organized.

Let us profit by their example.

Respectfully submitted,

MATTHEW J. ELGAS,

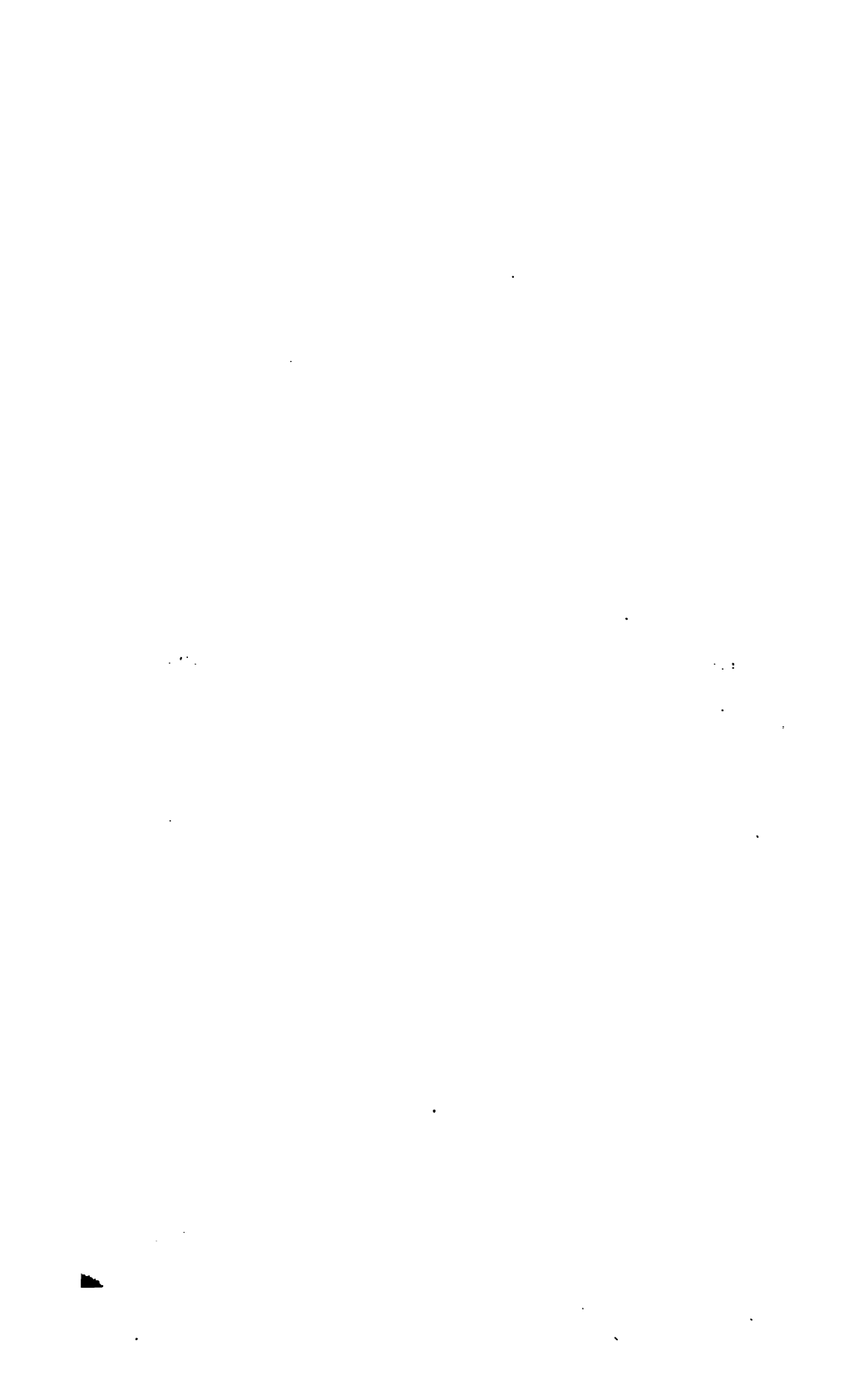
District Superintendent in charge of Evening Schools.



## APPENDIX C

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REPORT OF EVANGELINE E. WHITNEY, DISTRICT  
SUPERINTENDENT IN CHARGE OF VACATION  
SCHOOLS, PLAYGROUNDS AND  
RECREATION CENTRES



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REPORT OF EVANGELINE E. WHITNEY, DISTRICT  
SUPERINTENDENT IN CHARGE OF VACATION  
SCHOOLS, PLAYGROUNDS AND  
RECREATION CENTRES

NEW YORK, November 30, 1903.

MR. WILLIAM H. MAXWELL,  
City Superintendent of Schools.

Dear Sir:

I have the honor to submit my second annual report of the work which comes under my direct supervision. I desire to call your special attention to the evening recreation centres. Here we are working for the betterment of the youth of the city; and helping solve the city's great problem, of Americanizing its youth from foreign lands.

To those not acquainted with the evening recreation centres the term gives but a limited knowledge of the work done in them. The usual meaning is given to recreation, and the idea formed that these centres are only for games and amusements. These are by no

means ignored; their value is conceded, but through games and physical exercises alone but little could be done towards lifting into enlightened citizenship the mass of humanity now within the city's limits—a mass yearly increased by immigration.

It must not, however, be assumed that those who frequent the evening recreation centres are densely ignorant, uncouth and unkempt. On the contrary, they generally speak English fairly well, often correctly. Many have been pupils in our elementary schools. They are comfortably dressed and generally respectful, even polite, in their manners. Despite their long hours of labor they are physically and mentally active. They crave employment for these activities; if employment is not furnished them, many find it in the streets—find a kind that fits them for “gangs” rather than for citizens.

In their gymnasiums, in manual work, in games, the recreation centres furnish an outlet for the physical and mental activity of boys and girls, employed during the day, to whom the methodical work of the evening schools does not appeal. In their club work, outlined more fully in another part of this report, the frequenters of the centres find ready use for all their present acquirements, and a strong incentive to gain other knowledge for which there is at present immediate use. It will be seen, therefore, that the evening recreation centres occupy so unique and so important a place in the educational system of the city, that I feel warranted in making them prominent in my report, and giving in detail the occupations of these centres and incidents connected with them.

In 1902 there were twelve evening recreation centres in the entire city opened from seven to ten o'clock every night throughout the year except Sundays and legal holidays; at these centres there was an aggregate attendance of seven hundred and twenty-two thousand, six hundred and fifty-three throughout the year. Now we have twenty-three such centres; from September first, 1902, to June fifteenth, 1903, during only nine months as compared to the former twelve months, there was an aggregate attendance

of one million, one hundred and fifty-four thousand, eight hundred and twenty-nine. In the Borough of Manhattan, as in the Borough of Brooklyn, buildings were selected which are convenient for the greatest number of people. The doors are now open from half past seven until ten o'clock six evenings every week, excepting through the months of July and August, when the roof playgrounds offer so many attractions that the evening recreation centres are closed.

This year each centre has increased in attendance. Owing to the number seeking admission, we were obliged to exclude boys and girls under fourteen years of age. Many a sigh of sympathy has followed the forlorn little urchins turned off into the darkness because there was no room for them within. Only those acquainted with life as it is in tenement districts can realize what these spacious, well warmed and well lighted classrooms mean to the children of the street, of whom none ought ever to knock at their doors in vain. But our limitations necessitate directing efforts chiefly to boys who have left school, become wage earners, and who nightly roam the streets searching for amusements. Before reaching his teens every boy of this class undoubtedly belongs to a group or gang—for "the boy is a gregarious animal"—especially when fate makes him a city resident. A peculiar bond of sympathy will hold a dozen or more lads together so that for months or years they will act as a unit. If the leader has a strong bias for crime, Herculean tasks of mischief may be accomplished. In one of our centres a boy recently said to the principal: "Say, I want to tell you something—but don't tell the rest of the gang—you have broken up a gang of thieves by keeping and interesting us fellows." That lad revealed a double secret, for the power that holds the boys is the fulcrum on which all efforts for turning them into good citizens must rest.

The gang that finds its way to the evening recreation centre learns that if organized as a club, it can have the use of a classroom one evening each week for a meeting place. As naturally as the proverbial duck goes to the pond, do New York boys take to organization. They can now draw up constitutions and by-laws,



electioneer for office and conduct business meetings with as much earnestness as any politician. In one club, the constitution states that any boy caught smoking in the club room or elsewhere will be fined; that any boy disturbing the meetings in any way will be fined three cents. I attach herewith a typical constitution drawn by boys.

## CONSTITUTION OF THE MAROON ATHLETIC CLUB

### PREAMBLE

WHEREAS, it is agreed that some attention should be paid to the physical, as well as mental, development of the body, and that same can be best accomplished by the concerted efforts of a body of persons, we, whose names are hereunto annexed, do form a society whose object shall be the physical development of the body by systematic training and exercise.

For the better government of the same, we do establish the following:

## CONSTITUTION

### ARTICLE I

#### NAME

This organization shall be known as the Maroon Athletic Club of P. S. No. 159.

### ARTICLE II

The object of this club shall be as stated in the preamble.

### ARTICLE III

#### MEMBERSHIP

Any youth between the ages of sixteen and twenty-five who, in the opinion of the Membership Committee, is morally and physically competent, may become a member of this club upon receiving a majority vote of all the members present at any regular meeting after the one at which his name has been proposed by some member in good standing.

## ARTICLE IV

## OFFICERS AND THEIR ELECTION

The officers of this Club shall be, President, Vice-President, Secretary and Treasurer, and shall be elected every two months by the majority of the members present. Elections to be held on the last meeting night prior to the expiration of officers' terms then in office.

## ARTICLE V

## DUTIES OF OFFICERS

Section 1. It shall be the duty of the President to preside at all meetings of this club.

Section 2. The Vice-President shall preside in the absence or at the request of the President.

Section 3. It shall be the duty of the Secretary to keep the minutes of the proceedings of this club in a book (the property of the club) and to notify all persons elected to office or membership, or appointed to serve upon committees.

Section 4. It shall be the duty of the Treasurer to keep a record of all the money received, spent, and on hand, and to pay only such sums as shall be authorized by the club, and signed by the President and the Secretary. He shall make a report in writing each week of all money received, spent, and on hand.

## ARTICLE VI

## COMMITTEES

Section 1. There shall be three standing committees, to be known as Executive, Athletic, and Membership Committees.

Section 2. The Executive Committee shall consist of the officers and three members of the club. Matters of importance may be referred to this Committee for advice.

Section 3. The Athletic Committee shall consist of the officers of the club and the captains of any teams in the club, and shall act on any matters regarding games with other clubs, and the picking of teams to represent this club.

Section 4. The Membership Committee shall consist of three members, who shall hold office for one month. The names of all persons proposed for membership must be passed upon by the membership committee before being put before the club to vote upon.

Section 5. These committees shall be appointed by the President.

## ARTICLE VII

### MEETINGS

Section 1. This club shall hold a meeting every Thursday evening at P. S. 150, from 8.15 to 9 P. M.

Section 2. A special meeting may be called at the written request of five members, and signed by the President.

## ARTICLE VIII

### QUORUM

Ten members shall constitute a quorum at all regular meetings and five members at special meetings.

## ARTICLE IX

### DUES

The dues of this club shall be ten cents each week, payable each meeting night.

## ARTICLE X

The Board of Education shall appoint a Director at its option who shall supervise all the proceedings of, and veto any measure detrimental to the welfare of the club.

## ARTICLE XI

### AMENDMENTS

This constitution may be altered or amended by a two-third vote of the whole number members present.

## BY-LAWS

### ARTICLE I

The order of exercises may be conducted as follows:

1. Call of Order.
2. Roll Call.
3. Reading of Minutes.
4. Treasurer's Report.
5. Proposals.
6. Reports of Committees.
7. Unfinished Business.
8. New Business.
9. Adjournment.

## ARTICLE II

## PUNISHMENT

Any member whose behavior is detrimental to the welfare of the club, who absents himself from four meetings consecutively without reasonable excuse, or becomes three weeks in arrears of dues, may be suspended or expelled from membership by a two-third vote of the members present at any regular meeting after the one at which his name shall have been referred to the Executive Committee.

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The club director attends the meetings, but unless the presiding officer makes a wrong ruling or appeals to him for advice, remains a silent spectator. Should the club director, however, give a decision contrary to Cushing, woe betide him! It will be extremely difficult to regain the confidence of the club members. The secretary of each club must keep his minutes with perfect accuracy, as must the treasurer his accounts. The dues and fines collected are dispensed according to the majority vote; usually gymnasium suits are purchased or pleasure trips taken. The treasurer of one club last winter had seventy-five dollars deposited in the bank, which money belonged to the club. One of its members lost his position. Having others dependent upon him, he was greatly distressed, but his comrades came to his aid, drew twenty-five dollars from their fund and loaned it to him. This enabled him to start business for himself in a small way. In a short time the grateful debtor returned every dollar he had borrowed. The manliness developed in these boys is one of the best rewards for all that is expended in their behalf, which, though little in money, is much in time and labor.

The number of clubs meeting at a given centre varies, but all enrolled members have free access to the gymnasium, the game rooms and the library. About an hour an evening is sufficient for each division. This year a large number of parents have shared these privileges. The men especially appreciate having a place to meet their friends and discuss questions pertinent to their interests. Some have said "If only we could smoke here, our comfort would

be complete." Personally, I am in favor of granting this pleasure; the "pipe of peace" might soothe many an agitator and soften many a grievance.

The freedom of members to come and go makes it difficult for a principal to keep his place attractive and well disciplined, but all who participate in the privileges understand that no abuse of them will be tolerated.

In the district known as "Upper Hell's Kitchen" I noticed one night a young man standing apart from others, apparently quite friendless. I spoke to him and learned that he was a stranger in town and very weary from his wanderings in a vain search for employment. The lighted building attracted his attention, and he had come in to catch a little cheer from the public fireside. We need better facilities for welcoming the homeless. The reading and game rooms on the first floor are often dingy and repellant. Many who seek our hospitality are intelligent and self-respecting people whose ideals should not be lowered by unattractive rooms. In all the buildings the gymnasiums are well equipped and sufficiently attractive to bring back the same boys and girls evening after evening.

It is absolutely necessary that teachers illustrate by example all the exercises they suggest; theory and elocution have but little effect upon their pupils; with them "seeing is believing," and the performance of a difficult feat wins respect and incites emulation.

The shower baths now accessible in two schools are a great aid in the physical development we seek to secure.

The drills, recently introduced, are also effective in promoting a correct carriage. One gymnasium is organized as a military camp and the prompt obedience required is good discipline for the amateur soldiers. The quiet games, checkers, chess, ping-pong, authors, anagrams, etc., are always popular. The crokinole boards were removed as you advised, for boys *would* turn them into games of chance. We have substituted basket ball which is growing in favor.

In the girls' centres the games offer less attraction; the leading novels of the day are, however, eagerly called for from the library. The club workers encourage talk and criticism over the stories read, and by culling out the chaff, do much toward forming taste for that which will refine and educate. The question boxes indicate a mental growth that is pleasing to notice. Some very creditable literary work is done in several clubs; selections from Scott, Lowell, Longfellow, Whittier and Shakspeare are critically studied, and dramatic entertainments are frequently given. As these girls *will* dance, they are usually allowed during the last half-hour to dance with each other. In the cheap dance halls abounding in all the neighborhoods in which recreation centres are established, these young girls romp and whirl in a very ungraceful manner; so we introduced into the evening work the stately minuet. The girls are themselves conscious of acquiring a more womanly and dignified deportment.

The Women's Clubs are growing in number and in interest. Mothers enjoy the novelty of coming to the school houses with their daughters. They don gymnasium suits and enter with zest into the fun of the exercises. The illiterate and those who understand but very little English, listen to the piano recitals, and even to the stories read to them, with rapt attention, always carrying away impressions of a broader life than they ever dreamed of in their native lands. Many who can read are seeking to improve their knowledge of American history and literature. Glee clubs have been formed in several centres among both men and women, and one centre boasts of two orchestras.

It has been quite impracticable to introduce industrial work; we had no place for storing materials and friction between day and evening centre teachers could not be avoided. In the girls' centres where so much instruction is needed in domestic and needle work, this loss of opportunity is much to be regretted. The women often bring sewing or knitting to the club room and among quite young girls a sweet altruistic spirit sometimes finds expression in dressing dolls for little ones in the hospitals. But all of these people need practical teaching along those lines that converge in

the home. Some boys and girls spend their evenings in pyrographic work, a few are taking up photography and where basketry is taught the pupils are eager to learn. We are waiting patiently for favorable conditions to come when plans for general manual instruction can materialize.

The quiet rooms for reading and study suggested in my last report have proved even more helpful than was expected. Many school children unable to do home work have availed themselves of these comfortable rooms where perplexities have vanished under the kind touch of excellent teachers. I have seen young men studying French, German, algebra and geometry, accept needed aid just as gratefully. Last spring about seventy took a civil service examination. They would hardly have undertaken it had they been obliged to study in the midst of the noise and confusion of tenement house life. Teachers in charge of these study rooms see that all books of reference required by the pupils are obtained from the library; lists of such books hang on the walls and new numbers are checked each evening. For general reading from fifty to one hundred books travel each month from one centre to another. The tables are kept well supplied with the latest illustrated papers and magazines, the pages of which are turned by a great many hands.

The workers who patiently toil here month after month are the most heroic people I have ever met. I know several who spend freely their leisure time and money in efforts to raise the down-trodden and teach the ignorant; they have visited every tenement and family within their districts, and their experiences are more thrilling than those published by sensational reporters; but with them, confidences are too sacred to be made public. Having intimate knowledge of the temptations, sorrows and struggles of those among whom they labor, they learn how to win them, how to infuse higher ideals of life and, by extending the sympathy and good will of the new world, cause many of the ugly prejudices and customs of the old world to disappear. Here the youth of Latin, Slav and Hebrew races meet as comrades, and in learning to speak a common language gather some understanding of the duties and privileges of American citizenship.

## VACATION SCHOOLS

When vacation schools were established in 1899, fifteen buildings were deemed sufficient for the work, but in 1903 fifty-four failed to meet the demands. Their popularity has grown as the knowledge of their benefits has increased. The novelty of having something to do in the long summer day and a well equipped place in which to do it, appeal irresistibly to children of active brain and temperament.

The variety of occupations in the vacation schools and the freedom of choice are both incentives to attendance. Notwithstanding the fact that the vacation schools have been increased to more than three times their original number, they are still unable to accommodate all who apply.

In some schools the session was divided, in order to give instruction to as many pupils as possible, but even then the waiting lists seemed never to diminish. One teacher could not well manage more than thirty-five pairs of hands.

When we consider all that has been accomplished in the ninety working hours of the summer term, the results are highly gratifying. Under the By-Laws the vacation schools opened July sixth and closed August fourteenth; five sessions were held each week from nine A. M. until twelve M. The preparatory work in the office was both long and of great extent. An inventory was made of the material on hand at the end of last season. This was carefully reviewed, and estimates were made of supplies needed for every school existing and for the additional schools authorized. Orders for new materials were forwarded in ample time to be filled. In spite of this a few schools had no material to begin work, and an insufficient amount was furnished to a few. This would not have occurred, had we a central storage house from which materials could be distributed. The tools and supplies left from the summer's work are packed in one hundred school buildings, mostly in the cellars, where they can hardly escape injury. Economy as well as convenience requires that a better provision be



made for them. I recommend the establishment of this central depository.

#### PREPARATION

In June I held conferences with both principals and supervisors, giving them general outlines of the course of study and the duties devolving upon them. Other conferences were held during the sessions of the schools. The result of the earlier conferences was manifested in the prompt beginning of work on the day the schools opened. In a large majority of the schools the work was progressing as smoothly and orderly on the second day, as in former seasons in the second week. I think much time was saved by these early conferences. I desire here to commend the spirit and enthusiasm with which the principals and supervisors entered into the preliminary work. The success attending these schools the past season had its beginning in these preliminary conferences.

Teachers who made good records in former seasons, and so showed an adaptability for the work, were asked to take classes again; and, on assenting, were assigned to their former positions or to a new school where it was thought their former efficient service would contribute largely to the success of the new organization.

There were many hundreds of applicants for positions in this summer work. The positions were comparatively few, because resignations were not many and new schools were limited in number. For the first time since the establishment of vacation schools the selection of new teachers was made on a business basis. A system of requirements was established, like that used in the regular schools. Scores of applicants found themselves ineligible for want of scholarship or experience, or both. The remainder went before the Board of Examiners and took an examination on lines of work followed in the vacation schools. Those who passed were placed on an eligible list according to their ratings and appointments were made from the list in order of standing.

I regret to say that a large number who were on this list and who had declared that they would accept and fill positions for the term, failed to appear or to send any explanation or resignation before the time of opening the schools, thus showing a lack of professional pride and of courtesy not to be expected in persons of intelligence. Fortunately, the eligible list afforded a ready means to supply this defection and but few schools suffered from this want of courtesy, and these, only for a day or two.

Ninety-five kindergartens were the elysian fields for hundreds of children, who but for this shelter would have wandered aimlessly along the streets. Here the usual songs, games, gifts and occupations entertained and instructed them. The rooms were not always adapted for their requirements, but the best possible use of them was made. The ingenuity that is inherent in a good kindergartner was brought into play; boxes, benches, and high chairs were pressed into service where the regular equipment was wanting. A single glance at the photographs taken of typical groups gives proof of their unalloyed happiness. The mothers' meetings were very successful; women unable to understand English had the work explained through interpreters and they carried away new ideas about home training and pleasant memories of gracious hospitality. The girls in the domestic science classes invariably served light refreshments at these gatherings. The little ones were given a number of outings and many eyes were opened with wonder as they watched the real smith blowing his fire, or the real squirrel munching his food.

Connecting classes were the special new feature introduced this year. Heretofore it was difficult to provide for children too young to take industrial work and too old for the usual kindergarten exercises. The course of study arranged for this grade comprised advanced kindergarten occupations, such as weaving with hand looms, braiding of raffia, bead work, etc. The two thousand children assigned to this department were frequently called "the contented class."

## NATURE STUDY

More attention was given during the past season to nature study. Usually, one room in each building was well filled with growing plants, boxes for seed sowing, caged birds, aquariums, and as many specimens of field and water life as the teachers could procure. As a rule, children needed little urging to spend half an hour a day in these rooms, especially when the teachers were enthusiastic lovers of outdoor life. I asked one little fellow why he desired to linger there so long and he replied, "Oh, I like it because everything is living; I hate dead things." "What do you mean by dead things?" "Oh, butterflies, bugs and everything they kill for us to look at." The influence of this nature study upon those who seldom or never see green grass and running brooks was strongly brought to my attention one day. In visiting a school, I chanced on a group of five rude, unkempt boys whose actions betrayed their strangeness to the place, and their desire for mischief. Without realizing it, they suddenly found themselves ushered into the nature room where the teacher received them as graciously as though they were honored guests. When I had made the rounds of the building, curiosity impelled me to return and see how my rough specimens fared. The transformation was wonderful; the sneer on their faces had given place to expressions of intense interest; it may be that for the first time in their lives they had come into touch with the world beautiful. The older pupils became deeply interested in how nature supplies the materials which they used in the workroom; and not a trip was taken to park or shore, but the trees, the roads, and even the passing clouds were seen with clearer vision, because of freshly aroused attention to life and beauty.

On one roof-playground, a charming little garden was tended all summer. I see no reason why portions of other roof-playgrounds should not be utilized in this way. At small cost, these corners could be covered with glass, warmed by the furnace fires, and give the winter classes as much pleasure as this one did to the hundreds of eyes that watched for every bud and blossom.

## ART WORK

The art work was quite as satisfactory as that done by the same grades in the day schools. The aptness of the pupils determines, of course, how well they learn to draw, color, and design. The teachers conducted many sketching expeditions, and some of the booklets sent to me, in which the pupils described these pleasure trips, are decorated in a very unique and artistic manner. A number of classes made considerable progress in illustrative work and in practical designing. I am convinced that many pupils received an inclination, an impetus in the work which carried them through the vacation days when the schools were closed, and induced them to continue to increase their skill in art work towards which the school had given the impulse.

## MECHANICAL OCCUPATIONS

Basketry was the most popular of our industries, and certainly none has a higher educational value. The pupil must have his design well in mind, his eye alive to the contrasts of color, and deftness in his fingers. Then comes the pride that all feel in "Something begun and something done." The variety in form, size, and color, and the careful weaving of every strand, elicited strong commendation from all who enjoyed the exhibits in the schools and in the Hall of Education. The supervisor reports holding forty conferences with the nearly two hundred teachers who taught this work in the schools and playgrounds.

Chair caning appealed to boys anxious to earn money. Some carried on quite a business in this line. One room reports sixty-five chairs caned there last summer.

Carpentry interested those having some mechanical genius. To plane a board just to make it smooth does not satisfy the average boy; he has some mental conception of what he wants to make; and judging from the number of articles made, it is safe to infer that many youths emerged from this department satisfied with their achievements.

In Venetian-iron work, the results were remarkable. Not only were the brackets, candelabra, stands, etc., truly ornamental, but the workmanship frequently showed the careful eye and the skillful hand of the true artist. The Brooklyn Bridge modeled by one boy and constructed by the aid of several comrades, received more admiration than any other single piece in our final exhibition at the Hall of Education.

#### NEEDLE-WORK AND MILLINERY

In needle-work we had elementary and advanced classes; girls who received instruction previous summers were taught to draft patterns, and to cut and make dresses which they wore with pardonable pride during the last days of school. Perhaps in some classes more attention should have been given to mending, but all the work was important. The girls were frequently asked to sing while they plied their needles back and forth, thus saving the tasks from becoming monotonous. Those who took lessons in embroidery, knitting and crocheting, displayed very pretty samples of their handiwork. The milliners' rooms were apparently the height of delight to the thimble wearers. From the dainty dolls' hats to those of larger size for regular use, each piece of work woven of raffia or straw or prettily trimmed on a neatly constructed frame, itself the work of amateur fingers, was a credit to the teacher and the little milliner.

#### DOMESTIC SCIENCE

No work was more successful than that of the little cooks and housekeepers. Because their rooms typified the home, the other classes were called upon to make contributions to them. And when a bare, unfurnished room was transformed into a charming living room, by simply using a few yards of denim and silkline, with here a settle, there a screen, yonder a tabourette, candelabrum on a stand, and simple art decorations on the walls, the children received an object lesson not soon to be forgotten. In the same room the table would be set with faultless regularity and dainty luncheons properly served. The girls learned to preserve fruit, and prepare many nutritious dishes; and we know that practical applications

of all this teaching have entered many homes. The trained nurses also contributed much toward an increase of comfort in the overcrowded tenement rooms. The babies made sweet and clean from the bath crooned so happily that many a little mother resolved that her charge should never again suffer for so necessary a luxury. The preparation of simple foods and remedies for the sick, quick aid to the injured and the doing of common-place things in dainty ways were all valuable lessons.

#### CHARACTER AND LOCATION OF SCHOOLS

While all the vacation schools followed a general plan of work, each was stamped by its own individuality. Some principals held a daily assembly, either at the beginning or close of the session; others a weekly one, when readings, recitations and singing were in order. Many schools concentrated all their energies on the manual training.

The supervisors of the special branches met their teachers in conferences before the schools opened and repeatedly during the term. Considerable latitude was given teachers to deviate from the programmes, if, by so doing, they could develop originality or increase the happiness of their pupils.

Not all of the schools were in the congested districts. It was felt that the children of the well-to-do, remaining in town through the summer, were just as much entitled to share these special advantages as were those who excited our pity. Schools in the so-called good neighborhoods were well patronized. If they turned the attention of even a few boys and girls toward the vast fields of industrial pursuits, which tomorrow will call for as well educated artisans as do the professional walks of to-day, these summer efforts will be richly recompensed.

#### EXHIBIT OF WORK

During the last week of the term, exhibitions were held in all the schools, and attended by many admiring friends, one school recording one thousand visitors. The most unique entertainment

was prepared by a principal who commemorated New York's two hundred and fiftieth anniversary by having costumes made in her school for seven children to represent the Indian, Dutch and English settlers of Manhattan. It was a pleasure to follow these little guides, and while admiring the beautiful work of the children, rejoice over the progress made along educational lines right on this old historic ground.

The closing exhibition at the Hall of Education, where were assembled specimens of the work from all the vacation schools, gave a better idea of the summer's labor than words can do. The visitors who saw the exhibition were convinced, if they ever cherished any doubts, as to the utility of the vacation schools.

The results of this year are better than those of last summer; but in order to make coming years still more progressive, we need to have thoroughly equipped shops attached to every school. If the example of Cleveland could be followed, where work shops are built in the yards attached to school buildings, and such shops erected where space is sufficient, the vacation schools would have a complete equipment. When this expectation becomes realization, then the evening and summer recreation hours will bring a development to our youth that will fill every teacher's heart with joy.

#### HISTORICAL EXCURSIONS

The supervisor of city history and his assistants conducted many interesting excursions to the various landmarks with which it is desirable to make the boys and girls familiar.

The written accounts of these trips, some in the peculiar English of children of foreign birth, all indicate an awakened civic spirit not likely soon to slumber. As far as I can judge, the consensus of opinion makes the aquarium, the zoological and the botanical gardens the most attractive places for these pupils. Most of them need a better preparation for rightly appreciating public and historical buildings. The vacation schools afford a fine opportunity for instruction in the art of seeing; how to make the most of a visit to

an aquarium; for what to look; in a word to prepare the pupils for a profitable as well as pleasant excursion.

#### VISIBLE PRODUCT OF THE SCHOOLS

The following list of articles made in the schools this season will give an idea of the work accomplished. It does not, however, include art, nature study, kindergarten, nor the domestic science department (housekeeping and nursing).

	NO. OF ARTICLES
Connecting Classes, Raffia, Sewing, etc.....	50,817
Basketry .....	36,652
Sewing .....	21,378
Millinery .....	15,078
Venetian Iron .....	9,682
Bench Work .....	7,882
Embroidery .....	7,013
Knitting and Crocheting .....	3,081
Fret Sawing .....	2,271
Leather .....	2,245
Whittling .....	1,470
Burnt Wood .....	961
Chair Caning .....	451
Weaving .....	364
Total .....	159,345

#### DISPOSITION OF THESE PRODUCTS

The question has been asked, what is the best disposition to make of this accumulation of useful and artistic work; is it wise to give it back to the makers as a prize for their labor? I think it a good suggestion to ask the basket classes to keep our offices supplied with scrap baskets. I also think the following worthy of consideration. As the final exhibit in the Hall of Education was in effect so like a bazaar, the thought came that if these goods were offered for sale, a snug sum might be realized for the teachers who retired before the pension law became effective. An annual contribution from every class for this, or some equally worthy object, would develop a kind and generous spirit of greater value to the donors than their gifts. A large percentage of the children in these schools are extremely poor and materials with which to do the work must be furnished, but some care needs to be exercised



to prevent greed from gaining an ascendancy. If they learn by doing, they should also grow by giving.

#### AS OTHERS SEE US

Newspaper men have sharp eyes for what is new, useful and popular. Consequently the vacation schools furnished subjects for many commendatory articles in the press. The following is from the "Outlook" of October 24:

"Neat little dresses were shown; dolls' bedsteads fitted with mattresses, pillows, sheets, comfortables, yea, even pillow-shams, daintily hemstitched by patient little fingers. Some of the makers never saw any other beds properly equipped and made up. One small girl stood gazing adoringly at her handiwork. At thirty, she will not spend hours hanging out of her window in contented contemplation of the street while unkempt children quarrel in a disorderly room. \* \* \* Particularly suggestive were the "model farms" in boxes three feet by two. In one a story-and-a-half cottage faced the high road with its realistic poles. Fields were neatly fenced off, a card in each specifying its imaginary crop. "Barley, 7 acres"; "Pasture, 10 acres" (with a "spring" in one corner); "Buckwheat," "Wheat," "Woods, Chestnut, Hemlock, Pine"; "Kitchen-garden" boasting a well; even a "Peach Orchard, finest in U. S. A." Poor little tenement dwelling Moritz Somethingsky, aged eleven. May his peaches come true."

I cannot close this report without bearing testimony to the general efficiency of all who aided me in carrying on the great and important work. The zeal, the energy, the devotion displayed by supervisors, principals, and class teachers were highly commendable. Even the janitor was proud of "his school." It was no uncommon sight on entering classrooms in the afternoon, when the school was not in session, to find special sessions being held for the benefit of ambitious pupils, and even when doubt existed about the regular day school teachers drawing additional salaries for services rendered in the vacation schools, they loyally determined to remain until the work was done. Such devotion to duty when joined with expert workmanship makes failure an impossibility.

The weather was especially favorable for summer work. At the close of the school many of our teachers voted it the happiest summer they had ever passed.

## PLAYGROUNDS

In conversation with a city official one day, about our recreation work he asked: "What do you mean by an organized playground?" I requested him to accompany me to Avenue A and Sixty-fifth street, and there permit me to answer his question. Mr. Rockefeller had kindly consented to lend these vacant lots, and the department had sent there the necessary equipment for converting them into a temporary playground. A principal was placed in charge, and hundreds of happy children were in possession when this visit of inquiry into its organization was made. Naturally the eye turned first towards the large tent which sheltered the kindergarten; it seemed like a huge beehive, for the workers were everywhere in evidence. One group were playing a ring game; another at the sand boxes were busy with shovels and pails; here builders were piling up miniature houses; yonder willing laborers were pushing carts and wheelbarrows, while every scup and swing gave an illustration of perpetual motion. In another part of the yard exciting athletic sports were in progress—while the gymnast was instructing a group of boys in apparatus work. In a few minutes we saw these groups change places; different occupations were given to the little folks—different games, sports, and contests engaged the attention of older children. It was play intelligently directed, accomplishing the two-fold object of amusement and all-round physical development. The kindergartner and gymnast were carrying out the programmes arranged for that day—the next one would vary somewhat; nothing was haphazard, but so planned that by a diversity in play, every child should be kept alert and happy.

We are unfortunate in not having many out-door playgrounds in the Borough of Manhattan, the majority being the ground rooms in public school buildings. This year, so imperative was the demand for more time to play than recess periods granted, that the doors were opened in June. Each principal appointed to a

playground received the children in the afternoons for two or more hours, and where there were no part-time classes to be annoyed, permitted free play. The forbearance of teachers conducting regular work while the yards were filled with merry children, is worthy of strong praise. Quiet games were of course ordered in all such cases, but the good of the many, rather than the selfishness of the few, was the law that prevailed. These weeks of intercourse between principals and pupils, materially aided the former in selecting group leaders for the regular summer organization. Consequently when the special teachers reported on July sixth, there was no time lost in getting at systematic play.

The regular session extended from July 6th to August 29th. Grounds were open six days each week from 1 p. m. until 5.30 p. m.; the roof playgrounds from 7.30 p. m. until 10 p. m.

The supervisor of each department met all the teachers in weekly conferences, giving fresh outlines, arranging plans for contests and harmony of effort along all lines of work.

No set rules prescribed the order of exercises; each principal divided the afternoon into periods best adapted to local conditions. There was always time for marching, drilling, calisthenics, athletics and free play. Basketry and clay-modeling were taught by special teachers in most of the grounds. The children ask for more industrial work than it seems wise to give them. They must get stronger bodies if they are to grapple successfully with the burdens of life, and educational play is the best preparation we can give them.

An experienced kindergartner and her assistant conducted the exercises on the piers as well as in a corner of every playground. It was often remarked how interested the older children were in the toys provided for the little ones. Large girls voluntarily became valuable assistants, and were never happier than when playing the part of hostess at make-believe tea-parties. The clay-modeled biscuits and fruits were to their eyes fine accessories to the tiny china dishes with which the tables were carefully set; and in all this play they unconsciously were receiving lessons in graceful housewifery.

On every ground we aimed to have a thoroughly trained gymnast, but some who had the best theoretical knowledge were deficient in the actual exercises. This fact was made conspicuous in district contests, where some pupils showed how superior had been their training to what others had received. The equipment of the gymnasia was generally satisfactory, consisting of the usual Indian clubs, dumb-bells, wands, etc., while the heavier apparatus included parallel and horizontal bars, ladders, swinging rings and ropes, horse and buck and spring boards. In many instances girls vied with boys quite successfully in the lighter gymnastics, while their fancy drills were remarkably fine. A large number cut and made their own gymnasium suits, under the direction of sympathetic teachers.

A tournament was held on every ground, and the champion clubs met in district contests. Amateur athletes and gymnasts struggled hard to secure places in the grand contest for city championship. All these public exhibits attracted throngs of spectators. At the final games the winners received suitable prizes for their skill. In some playgrounds as many as two thousand children have in a single afternoon striven for the victor's laurels.

The club is as essential to the life of a playground as it is to the recreation centre. The weakest or most timid child finds some club to which he can belong, and becomes not only tenacious for its honor but very loyal to his own ground. In the street cleaning brigade, composed of volunteers from different clubs, a broader civic spirit was inculcated; the seed thought—there is no city, no country, like ours—ought to produce fruits of good citizenship.

The library received a larger patronage this year than formerly. Children's magazines and papers meet the necessities of a recreation hour better than long story books; yet records of books read during this period, with individual criticisms, indicate an appreciative interest. The illustrated papers donated by evening centres were very acceptable, as they supplied material for a large number of scrap books. The best results came from libraries which were open all the afternoon, allowing children to come and go at pleasure. A quiet game of halma or dominoes—or better still a

good story told by the teacher in charge of the room—refreshed the tired boys and girls very much. Our wisest principals improved these rest periods for getting into closer touch with their pupils. I know of instances where advice was asked and kindly given, where false ideals of heroism were replaced by correct ones, where boys with evil tendencies were induced to take manly stands for the right. In one ground a club of deaf mutes were brought together by one little girl, who discovered on her first visit that the principal could use the sign language. This same band walked a long distance every night to the roof playground where this principal had charge, in order to be near him and receive his kind welcome. I have never yet visited a playground where the personality of the principal was not reflected in the tone of the place, and though many shades appear, rarely is there a departure from the true color.

In eight of the open air playgrounds we had small gardens cared for by two hundred young farmers. Surely no seeds were ever sown in stronger faith, or produced a greater harvest of joy. The soil was well cultivated and watered and the green shoots were abundant, but for lack of protection against the depredations of the enemy, too many, alas, lived only long enough to give promise of what might have been. Without fences, wire, and watchmen, the crops from a city garden must be meagre, but the joy of watching the growing plant is so intense with these children, that I only long for more fields to conquer in their behalf.

In the buildings where shower baths could be taken, this luxury was used as an incentive for securing obedience and fair play. Only the good boys stood chances of getting tickets, but the bath never lacked patronage. One school reported eleven hundred and twenty five making successful application in one afternoon. In the fifteen swimming pools, the supervisor reported that sixteen hundred and fifty-two boys and girls took the required number of lessons and learned how to swim.

The establishment of four depots where sterilized milk could be purchased for one cent a glass, was to my mind the most beneficent aid ever offered to a playground. Mr. Nathan Straus, who

so generously provided the milk will never know how profitable one side of his investment—that of the betterment of thousands of anemic children—has been. Pennies that in other seasons have gone for cheap soda water and cheaper candy have this year been spent for this health-giving beverage. Mr. Straus deserves the gratitude of every humanitarian.

The roof playgrounds were the happiest places, I think, in the city. Thousands of feet, nimble and slow, climbed the long stairs night after night whether skies were bright or lowering. There for three blissful hours the people would play games or watch them, talk or dance, sing together, or listen to the band music. The programmes this year were supervised by Dr. Damrosch, and had fewer numbers of the rag-time order than in former years. Favorite airs, from good operas and classical selections were interspersed with popular melodies. One night a poor woman touched by some pathetic strain, stepped up to the leader and said: "I don't expect to go to the cemetery but once, won't you please give us a jig?" To refine and elevate taste is the work of the roof as well as of the ground, and it is gratifying to note, that in the general appreciation of good music—in neater dress and more decorous manners—a higher standard was reached this year than ever before.

The police service has been excellent. Janitors have frequently called these officers with firemen and others into their buildings to observe the civilizing effect of recreation work, and more friendly relations are established between the small boy and his former antagonists.

At several playgrounds our work was embarrassed by the resignation of teachers near the end of the season. Most of these were regular day school workers who could not endure the strain of two seasons. But notwithstanding all the trials of this kind and the defects and mistakes of the year, I am confident that in results we are richer than ever before, and a little nearer to the ideal school of the century—the school where Nature's own teachers work and play—which shall so train the brain to think, and the hand to labor, that every pupil may go forth to the arena of life with the buoyant step and moral courage of a conqueror.

Following is a list of the vacation playgrounds, vacation schools, and recreation centres, with the aggregate and average attendance in each:

**MANHATTAN**  
**VACATION PLAYGROUNDS**

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE ATTENDANCE
1.....	6	36,531	761
2.....	9	40,610	848
3.....	6	22,059	459
8.....	5	6,524	136
11.....	5	16,235	338
16.....	2	10,291	215
20.....	5	26,662	555
22.....	9	42,736	891
30.....	6	31,405	654
33.....	4	13,829	267
34.....	7	28,622	596
37.....	4	14,530	302
40.....	7	23,647	493
44.....	5	17,519	365
51.....	7	20,811	434
53.....	4	10,755	224
71.....	5	13,414	280
74.....	4	17,099	356
78.....	4	15,054	314
79.....	5	16,501	348
86.....	3	19,990	416
88.....	5	38,168	795
92.....	4	24,789	516
94.....	8	19,273	401
103.....	6	29,912	623
105.....	8	19,249	535
109.....	6	26,279	545
113.....	3	8,307	173
121.....	3	24,597	512
122.....	7	23,983	460
135.....	6	27,939	586
137.....	7	50,281	1,027
147.....	10	69,148	1,442
151.....	4	15,926	332
157.....	6	13,064	272
158.....	6	35,176	733
159.....	6	24,512	511
160.....	5	46,190	962
168.....	7	24,266	505
172.....	5	20,480	427
174.....	4	24,618	513
177.....	6	25,921	540
179.....	6	19,376	403

## OPEN AIR PLAYGROUNDS

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE ATTENDANCE
West Side Neighborhood House...	1	4,533	105
King's Daughters Settlement....	2	7,340	150
West 147th St., bet. 7th and 8th Aves. ....	4	19,734	411
Union Settlement.....	3	12,744	265
Madison Ave. & 102d St. ....	5	38,024	800
East 66th St. and First Ave.....	6	21,983	468

## AFTERNOON ROOF PLAYGROUNDS

Educational Alliance.....	5	114,514	2,386
Friendly Aid House.....	2	5,030	104

## ROOF PLAYGROUNDS

1.....	3	87,742	1,828
20.....	3	115,207	2,400
42.....	7	95,772	1,995
44.....	3	54,946	1,144
147.....	5	106,880	2,226
160.....	4	263,475	5,489
174.....	6	134,488	2,802
177.....	4	159,229	3,317

## PIERS

Barrow St.....	2	8,087	168
East 24th St. ....	2	10,207	213
50th St. & Hudson River.....	2	11,852	247
East 112th St. ....	2	12,915	269
West 129th St.....	2	5,895	122

## BATHS

Corlears St.....	4	1,632	53
East 3d St. ....	5	860	25
East 24th St. ....	4	2,515	54
East 100th St. ....	4	2,310	50
East 112th St. ....	4	806	19
West 35th St.....	4	1,665	39
West 82d St. ....	4	1,910	42
West 97th St.....	4	1,476	33
Battery .....	4	1,845	45

## EVENING RECREATION CENTRES

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE NIGHTLY ATTENDANCE
1.....	4	119,468	504
8*.....	4	33,749	249
16**.....	1	4,167	49
20.....	6	115,152	482
42.....	6	54,548	232
53**.....	6	18,058	134
78**.....	5	14,491	140
94.....	5	57,443	241



SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE NIGHTLY ATTENDANCE
105**.....	6	47,740	411
109.....	6	38,985	168
147.....	7	127,777	542
160.....	8	104,111	472
168.....	7	54,508	228
172.....	6	80,332	336
174.....	8	77,972	350
177.....	5	73,996	312
179**.....	4	29,357	230
49***.....	1	2,439	100

### THE BRONX VACATION PLAYGROUNDS

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE ATTENDANCE
27.....	6	24,149	503
29.....	5	19,299	402

#### BATHS

East 138th St. ....	4	3,143	73
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\* Afternoon Recreation Centre opened January, 1903.

\*\* Opened January, 1903.

\*\*\* Opened on Saturday afternoons only, November 22, 1902.

### BROOKLYN VACATION PLAYGROUNDS

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE ATTENDANCE
5.....	4	16,697	347
23.....	5	18,490	385
30.....	4	20,270	614
38.....	5	24,222	504
43.....	7	87,951	1,832
45.....	5	21,992	458
53.....	7	42,519	927
55.....	4	25,763	536
84.....	5	30,858	642
88.....	5	27,175	566
107.....	5	20,138	422
109.....	5	28,530	606
117.....	4	25,250	526
122.....	5	23,770	497
126.....	5	19,763	411
129.....	5	20,300	427
133.....	6	22,330	464
137.....	5	28,293	589
M. T. H. S. ....	3	12,120	252

## ROOF PLAYGROUNDS

SCHOOL	NUMBER OF TEACHERS	AGGREGATE ATTENDANCE	AVERAGE ATTENDANCE
53.....	3	43,315	902
122.....	4	56,995	1,187
126*.....	2	3,295	205

## OPEN AIR PLAYGROUNDS

Huntington & Hicks Sts. ....	6	44,675	930
Liberty Ave., and Hinsdale St...	4	22,530	469
P. S. 29, Amity & Emmet Sts....	3	5,930	126

## BATHS.

39th St.....	4	1129	25
North 1st St.....	4	2002	45
Bridge St.....	4	592	14
Noble St.....	4	1216	27
Conover St.....	4	1871	42

## EVENING RECREATION CENTRES

53**.....	4	26,895	199
117**.....	4	42,995	313
125**.....	5	30,819	233

## PIERS

Metropolitan Ave. ....	2	8,030	167
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## VACATION SCHOOLS

## MANHATTAN

SCHOOL	NUMBER OF TEACHERS (Incl. Prin. & Clerk)	TOTAL ENROLLMENT	AVERAGE ATTENDANCE	PER CENT
1.....	15	329	368	45
5.....	14	580	295	51 +
8.....	8	490	132	26 +
14.....	14	854	269	31 +
20.....	22	1,783	736	41 +
27.....	13	959	365	37 +
30.....	11	695	203	29 +
33.....	11	421	225	53 +
34.....	14	700	255	36 +
44.....	10	503	210	42
46.....	16	618	409	66 +
58.....	15	1,058	319	30 +

\* Closed July 25.

\*\* Opened January, 1903.

SCHOOL	NUMBER OF TEACHERS (Incl. Prin. & Clerk)	TOTAL ENROLLMENT	AVERAGE ATTENDANCE	PER CENT
71.....	15	911	283	31+
79.....	14	560	292	52+
80.....	14	420	213	50+
88.....	15	854	377	44+
94.....	13	527	288	54+
96.....	19	1,033	655	63+
131.....	12	503	289	57+
135.....	13	626	313	50
137.....	20	779	406	52+
141.....	10	523	189	36+
147.....	20	749	619	82+
172.....	17	1,310	401	30+
174.....	16	923	382	41+
177.....	19	762	491	64+
179.....	14	908	368	41+
Speyer School .....	13	457	243	53+

## THE BRONX

9.....	19	973	543	55+
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## BROOKLYN

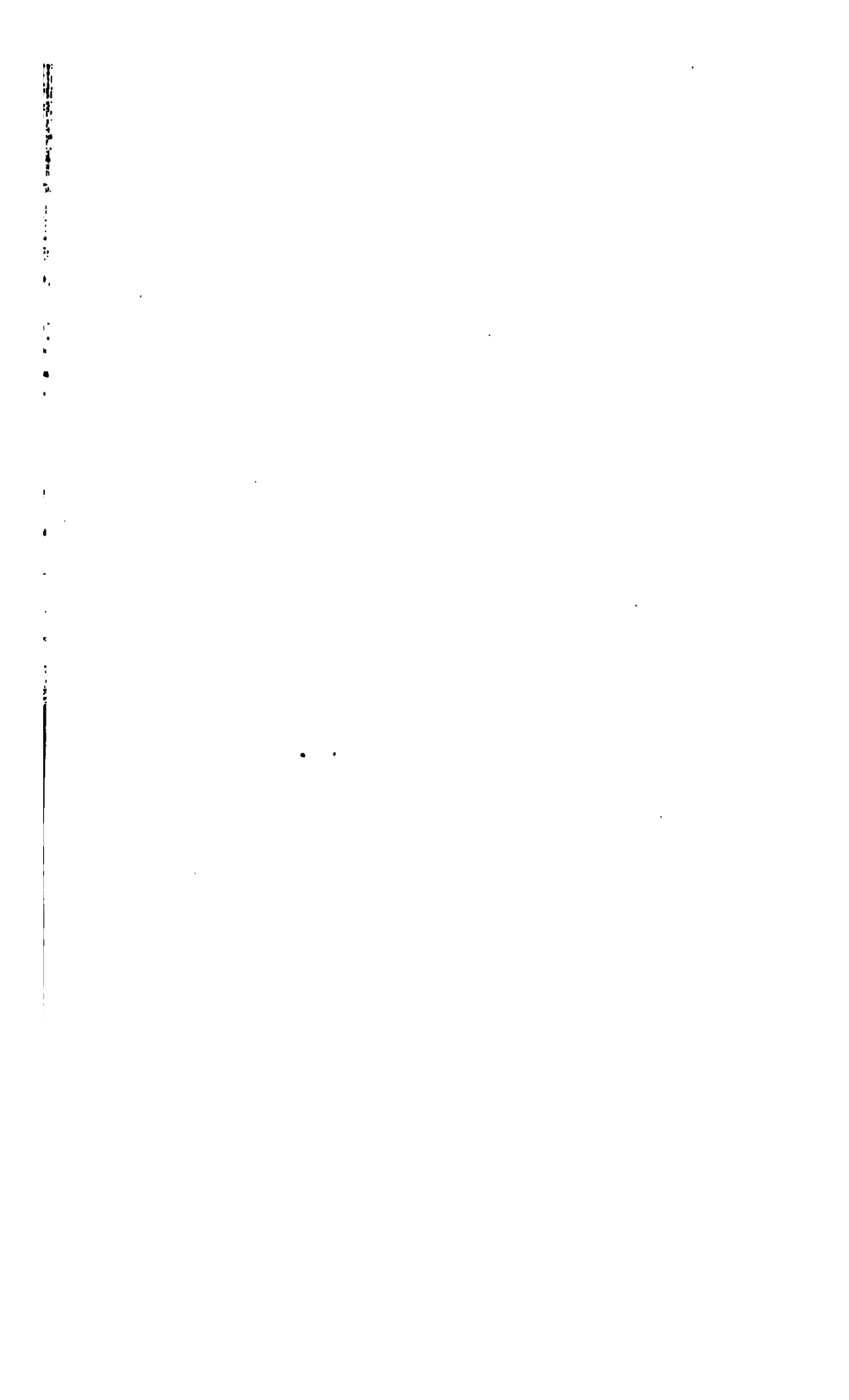
14.....	13	550	289	53
18.....	16	1,008	500	50
30.....	16 ]	855	378	44+
38.....	15	659	408	60+
40.....	18	844	565	67
43.....	19	645	383	59
52.....	14	533	279	52
53.....	15	697	419	60+
55.....	16	785	383	49
75.....	14	673	471	70
82.....	15	1,033	580	56+
92.....	10	480	259	54+
94.....	9	433	237	55+
107.....	14	974	398	41+
108.....	15	658	375	57
113.....	13	700	374	53+
114.....	8	265	126	57+
118.....	11	654	276	42+
120.....	4	82	55	67+
125.....	14	950	353	37+
126.....	11	686	293	43
133.....	16	1,232	415	34
M. T. H. S. ....	13	711	316	44+

## QUEENS

SCHOOL	NUMBER OF TEACHERS (Incl. Prin. & Clerk)	TOTAL ENROLLMENT	AVERAGE ATTENDANCE	PER CENT
1.....	14	891	345	39
7.....	11	603	312	51 +

EVANGELINE E. WHITNEY,

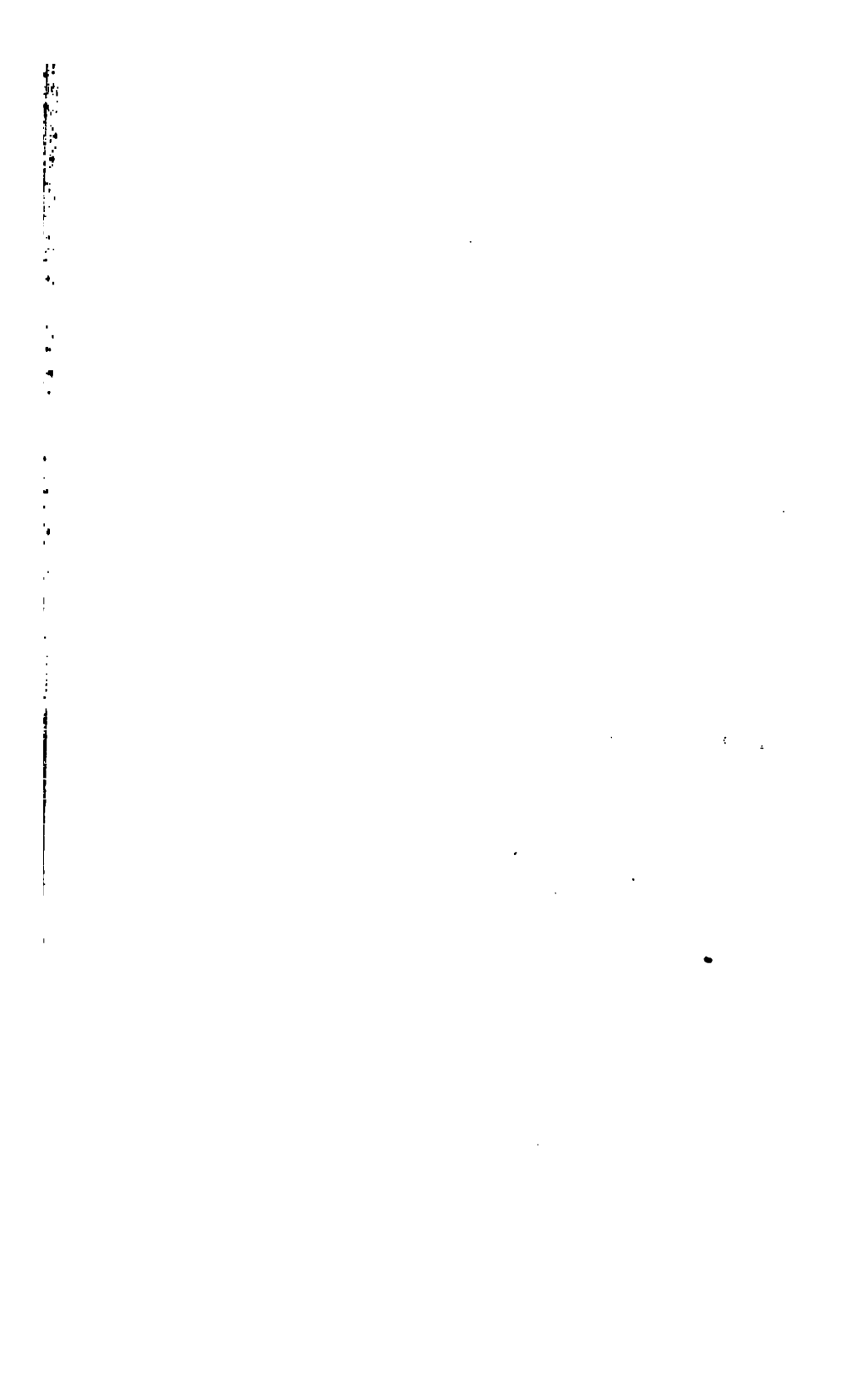
District Superintendent in charge of Recreation  
Centres, Vacation Schools and Playgrounds.



## APPENDIX D

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**EXAMINATION FOR GRADUATION FROM HIGH SCHOOLS  
AND FOR ADMISSION TO TRAINING SCHOOLS  
FOR TEACHERS**



## APPENDIX D

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### EXAMINATION FOR GRADUATION FROM HIGH SCHOOLS AND FOR ADMISSION TO TRAINING SCHOOLS FOR TEACHERS

NEW YORK, July 30, 1903.

MR. WILLIAM H. MAXWELL,  
City Superintendent of Schools.

Dear Sir:

In compliance with your instructions, I present herewith a report relative to the recent examination for graduation from high schools and for admission to training schools for teachers.

The circular of February 27, 1903, gave notice of the examination to be held in June with specifications relative to its purposes, the qualifications of candidates, and the dates assigned to the several subjects.

In April, the arrangements for conducting the examination were intrusted to myself, and instructions were given relative to the preparation of the necessary blanks, circulars, etc.



Correspondence with the principals of high schools developed the fact that a number of subjects had been taught in the several boroughs which were not included in the list given in the circular of February 27. It was necessary, therefore, to revise somewhat the schedule of subjects and to arrange dates for those not previously included.

The scheme of examinations in its amended form is given below:

#### SCHEDULE OF EXAMINATION

- June 8—9 A.M. English (3 hours)  
 1 P.M. History and Civics (2 hours)  
 Greek and Roman History (2 hours)  
 Mediæval and Modern History (2 hours)  
 3.10 P.M. to 4.40 P.M. Botany
- June 9—9 A.M. Elementary Latin (2 hours)  
 11 A.M. Intermediate Latin (1 hour)  
 1 P.M. Physics (1½ hours)  
 2.40 P.M. to 4.10 P.M. Chemistry
- June 10—9 A.M. Mathematics (3 hours)  
 1 P.M. to 2.30 P.M. Elementary French  
 2.30 P.M. to 3.30 P.M. Intermediate French  
 3.40 P.M. to 5.10 P.M. Advanced French
- June 11—9 A.M. to 10.30 A.M. Zoology and Physiology  
 10.40 A.M. to 12.10 P.M. Physiography  
 1 P.M. to 2.30 P.M. Elementary German  
 2.30 P.M. to 3.30 P.M. Intermediate German  
 3.40 P.M. to 5.10 P.M. Advanced German
- June 12—9 A.M. to 10.30 A.M. Advanced Latin  
 10.40 A.M. to 12.10 P.M. Drawing  
 1 P.M. to 3.30 P.M. Elementary Greek  
 Elementary Spanish  
 3.40 P.M. to 5.10 P.M. Advanced Greek  
 Advanced Spanish
- June 15—9 A.M. Advanced Mathematics  
 1 P.M. to 2.30 P.M. Advanced Physic  
 2.40 P.M. to 4.10 P.M. Advanced Chemistry

Candidates were to be examined in their own schools and under the care of their own instructors, provided the schools attended belonged to the public school system of the city. All other candidates were received for examination in the following schools:

- New York Training School for Teachers;
- Brooklyn Training School for Teachers;
- Richmond Hill High School.

Under this arrangement, students of the Normal College were examined in their own building, while students of the Jamaica Normal School were examined in the Richmond Hill High School.

Before the examination, the principals of the boroughs of Queens and Richmond requested that an allowance be made to candidates for counts previously received from the Regents of the University of the State of New York. This request was complied with, and it was further stipulated that an allowance of credits for each additional subject passed in, should be made upon the basis of *four counts for each hundred credits allowed to a subject*.

A list of forms and other printed matter required for the examination is given below:

1. Numbered cards for candidates;
2. Application blanks for training school;
3. Application blanks for License No. 1;
4. Circular of information in regard to conducting examination;
5. Cards of instruction to candidates;
6. Envelopes for sending examination questions;
7. Envelopes for return of candidates' answers;
8. Labels for note books in chemistry and physics;
9. Tally sheets for marking committees;
10. High school record returns;
11. Large certificates for lists of candidates for final examinations, to be filled out by principals, with subjects taken indicated;
12. Large certificates for lists of candidates for preliminary examinations, to be filled out by principals, with subjects taken indicated;
13. Circular of instructions for marking committees;
14. Record books for schools;
- 15, 16, 17. Notices to candidates—red, white, blue.

On May 28, 1903, the high school principals were invited to a conference, and all matters of detail relating to the conduct of the examinations were considered.

The following table gives the number of candidates taking the final and preliminary examinations:

MANHATTAN			
SCHOOL	NUMBER OF CANDIDATES	FOR GRADUATION OR FOR TRAIN- ING SCHOOL	PRELIMINARY EXAMINATION
Wadleigh .....	213	63	150
DeWitt Clinton.....	208	88	120
Girls Technical ...	52	29	23
THE BRONX			
Morris.....	173	49	124
BROOKLYN			
Girls .....	350	103	247
Boys .....	105	37	68
Erasmus Hall.....	345	137	208
Manual Training.....	136	62	74
Eastern District .....	84	...	84
QUEENS			
Long Island City.....	53	19	34
Woodside .....	25	14	11
Newtown .....	39	22	17
Flushing.....	56	24	32
Far Rockaway .....	14	5	9
Jamaica.....	42	22	20
Richmond Hill.....	35	15	20
(including Jamaica Normal School, 5)			
RICHMOND			
Stapleton.....	19	5	14
Port Richmond.....	31	15	16
OUTSIDE SCHOOLS			
Manhattan.....	55	55	...
Brooklyn.....	101	76	25
Normal College .....	619	16	603
	2,755	856	1,899

Arrangements for marking answer-papers of candidates included the appointment of twelve committees to perform the work.

The names of the members of these committees and the subjects cared for by each, are given below:

#### ENGLISH

M. Josephine Brink, Chairman, Girls High School,  
Mary A. Kneil, Girls High School,  
Macy I. Seymour, Girls High School,

John D. Haney, Wadleigh High School,  
 Helen E. Bacon, Wadleigh High School,  
 Ellen E. Garrigues, DeWitt Clinton High School,  
 Preston C. Farrar, DeWitt Clinton High School,  
 Ordella A. Lester, DeWitt Clinton High School,  
 Emma F. Lowd, Girls Technical High School,  
 Rachel Bergamini, Girls Technical High School,  
 Gilbert S. Blakely, Morris High School,  
 Harriet E. Gaylord, Morris High School,  
 Harold E. Buttrick, Boys High School,  
 Calvin L. Lewis, Boys High School,  
 Abigail E. Leonard, Erasmus Hall High School,  
 Willis Boughton, Erasmus Hall High School,  
 Agnes Gnade, Manual Training High School,  
 Mrs. Evelyn W. Allan, Manual Training High School,  
 Sophie Zollinhofer, Eastern District High School,  
 Aline C. Stratford, Eastern District High School,  
 Margaret K. Acker, Long Island City High School,  
 Frances H. Abbott, Stapleton High School,

#### FRENCH

John W. Thomas, Chairman, Boys High School,  
 Paul C. Martin, Boys High School,  
 Mary O. Harris, Girls High School,  
 Alice Higgins, Girls High School,  
 Isabella Hyde, Girls High School,  
 Lydia O. Remy, Girls High School,  
 Marguerite Abbott, Girls High School,  
 Elizabeth M. White, Erasmus Hall High School,  
 Anna H. Adams, Erasmus Hall High School,  
 Beatrice Shaw, Erasmus Hall High School,  
 Walter A. Wight, Erasmus Hall High School,  
 Grace M. W. Fanning, Manual Training High School,  
 Clara Osthuus, Manual Training High School,  
 Marie Volkaerts, Manual Training High School.

#### BOTANY, ZOOLOGY AND PHYSIOLOGY

Henry R. Linville, Chairman, DeWitt Clinton High School,  
 Mary D. Womack, Wadleigh High School,  
 William A. Murrill, DeWitt Clinton High School,  
 George W. Hunter, Jr., DeWitt Clinton High School,  
 Lillian B. Sage, Girls Technical High School,  
 Frances C. Nearing, Girls Technical High School,  
 James E. Peabody, Morris High School,  
 Kate B. Hixon, Morris High School,

Clara K. Hicks, Wadleigh High School,  
 Marie L. Minor, Wadleigh High School,  
 Charles F. Morse, DeWitt Clinton High School,  
 Marion A. Perkins, Girls Technical High School,  
 Martha F. Goddard, Morris High School,  
 Grace G. Lyman, Morris High School.

## DRAWING

Ruth J. Warner, Chairman, Brooklyn Training School,  
 Maude L. Gardner, Girls High School,  
 Emma A. Jones, Girls High School,  
 Elizabeth Patterson, Girls High School,  
 Catharine B. Snyder, Girls High School,  
 Allen B. Doggett, Erasmus Hall High School,  
 Milly E. Adams, Manual Training High School,  
 Victor I. Shinn, Manual Training High School,  
 Mrs. Katharine E. DeForest, Brooklyn Training School,  
 Ida E. Boyd, Brooklyn Training School.

## GERMAN

Harry A. Potter, Chairman, Girls High School,  
 Johanna S. Wisthaler, Girls High School,  
 Louise C. M. Habermeyer, Girls High School,  
 Antonie Junge, Girls High School,  
 Anna S. Kellner, Girls High School,  
 Charlotte S. Denfeld, Girls High School,  
 Clifton W. Bates, Boys High School,  
 Julia B. Dennis, Erasmus Hall High School,  
 Elizabeth W. Eaton, Erasmus Hall High School,  
 Mary H. Holmes, Erasmus Hall High School,  
 Elizabeth Schütze, Manual Training High School,  
 Ellen E. Atwater, Manual Training High School,  
 Anna L. Wagenschutz, Eastern District High School,  
 Anna S. Kitchell, Eastern District High School,  
 Medora E. Loomis, Woodside High School,  
 Eugenie A. Hintermeister, Stapleton High School,  
 Jane B. Clarke, Wadleigh High School,  
 Max F. Giovanoly, DeWitt Clinton High School,  
 Emma J. Schoedde, Morris High School,  
 Elizabeth W. Fette, Girls Technical High School,  
 Mrs. Katharine Bassett, Girls Technical High School.

## GREEK

Archibald L. Hodges, Chairman, Wadleigh High School,  
 Celia Ford, Wadleigh High School,

Martha M. Clark, Wadleigh High School,  
Henry R. Pyne, Morris High School.

### HISTORY AND CIVICS

Warwick P. Jackson, Chairman, Boys High School,  
Herbert H. Parsons, Boys High School,  
Edwin Fairley, Boys High School,  
Eli W. Weaver, Boys High School,  
Adrian M. Yarrington, Manual Training High School,  
Rose H. Cahill, Girls High School,  
Georgia Gates, Girls High School,  
Betsey G. Merriam, Girls High School,  
Alice A. Stevens, Girls High School,  
Mary J. Wright, Girls High School,  
Rebecca E. Davies, Girls High School,  
George E. Boynton, Erasmus Hall High School,  
Lolabel House, Erasmus Hall High School,  
Laura E. Sprague, Erasmus Hall High School,  
J. Herbert Low, Erasmus Hall High School,  
Frederick H. Paine, Eastern District High School,  
Robert Comin, Eastern District High School.

### LATIN

Eugene W. Harter, Chairman, Erasmus Hall High School,  
Horace C. Wait, DeWitt Clinton High School,  
Donald C. MacLaren, DeWitt Clinton High School,  
Carlton A. Foote, DeWitt Clinton High School,  
Aaron I. Dotey, DeWitt Clinton High School,  
Frederic D. Sherman, DeWitt Clinton High School,  
Max Radin, DeWitt Clinton High School,  
Martha B. Churchill, Wadleigh High School,  
Sally H. Delano, Wadleigh High School,  
Julia W. Stephens, Wadleigh High School,  
Mary R. Beach, Wadleigh High School,  
M. Grace Stone, Wadleigh High School,  
Anna Pearl MacVay, Wadleigh High School,  
Elizabeth H. Talcott, Girls Technical High School,  
Eleanor P. Clarke, Girls Technical High School,  
Katherine G. Pike, Girls Technical High School,  
Sanford L. Cutler, Morris High School,  
Agnes Carr, Morris High School,  
Harriet L. Constantine, Morris High School,  
Josie A. Davis, Morris High School,  
Walter E. Foster, Morris High School,  
Paul R. Jenks, Boys High School,

Harry F. Towle, Boys High School,  
 Almeda Sprague, Girls High School,  
 Helen H. S. Meyer, Girls High School,  
 Edward C. Chickering, Jamaica High School,  
 Inez Corcilius, Port Richmond High School,  
 Denis R. O'Brien, Erasmus Hall High School,  
 Edgar S. Shumway, Manual Training High School.

#### MATHEMATICS

John H. Denbigh, Chairman, Morris High School,  
 Irving A. Heikes, Morris High School,  
 Grace A. Bruce, Wadleigh High School,  
 Harriet C. Bugbee, Wadleigh High School,  
 Anna S. Mayer, Wadleigh High School,  
 Walter Barnwell, DeWitt Clinton High School,  
 Thomas Cochran, DeWitt Clinton High School,  
 Oscar W. Anthony, DeWitt Clinton High School,  
 Caroline Coman, Girls Technical High School,  
 Burton M. Balch, Boys High School,  
 Edward B. Parsons, Boys High School,  
 M. Ellen Barker, Girls High School,  
 Agnes L. Hale, Girls High School,  
 Margaret L. Ingalls, Girls High School,  
 Albert E. King, Erasmus Hall High School,  
 Jennie H. Stone, Erasmus Hall High School,  
 George Morris, Erasmus Hall High School,  
 Arthur L. Baker, Manual Training High School,  
 A. Newton Ebaugh, Manual Training High School,  
 Anna L. Phillips, Eastern District High School,  
 Limond C. Stone, Stapleton High School.

#### PHYSICS AND CHEMISTRY

J. Stewart Gibson, Chairman, Wadleigh High School,  
 Philip R. Dean, DeWitt Clinton High School,  
 Chas. E. Timmerman, DeWitt Clinton High School,  
 Robert W. Fuller, DeWitt Clinton High School,  
 Jesse E. Whitsit, DeWitt Clinton High School,  
 J. Loring Arnold, DeWitt Clinton High School,  
 Willard R. Pyle, Morris High School,  
 Michael D. Schon, Morris High School,  
 Clara M. Burt, Morris High School,  
 Isabel G. Winslow, Morris High School,  
 Alice H. Bruere, Wadleigh High School,  
 Robert H. Cornish, Wadleigh High School,  
 Florence Heermans, Wadleigh High School,  
 Ida Welt, Girls Technical High School.

## PHYSIOGRAPHY

Frank L. Bryant, Chairman, Erasmus Hall High School,  
 William R. Lasher, Erasmus Hall High School,  
 Mary E. Bickmore, Wadleigh High School,  
 William W. Clendennin, Wadleigh High School,  
 Thomas H. Currie, DeWitt Clinton High School,  
 Henry E. Chapin, Eastern District High School,  
 William T. Morrey, Morris High School.

## SPANISH

Federico Edelman, Chairman, DeWitt Clinton High School,  
 Alfred Remy, Commercial High School.

At a conference held on June 3, with the chairmen of these committees, specific instructions were given relative to methods of marking the answers of applicants.

The examinations in the several subjects took place in accordance with the schedule, and the answer-papers were duly marked by the committees.

Of the 856 candidates for graduation, a number took only a few subjects, relying upon returns from Regents or College Entrance Examination Board to make up the counts or credits necessary for graduation.

The 704 candidates from the city high school took on an average, eight subjects each. The whole number of papers marked by the committees was 6,716.

Tabulated lists of the relative standing in the twenty-eight subjects follow:



## ENGLISH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	63	15.9	57.1	20.6	3.2	3.2
DeWitt Clinton .....	82	2.4	48.8	35.4	11.0	2.4
Girls Technical .....	29	0.0	20.7	48.3	10.3	20.7
Morris .....	40	25.0	72.5	2.5	0.0	0.0
Girls .....	103	22.3	62.1	14.6	0.0	1.0
Boys .....	37	8.1	40.6	43.2	8.1	0.0
Erasmus Hall .....	136	6.6	40.4	33.1	6.6	13.3
Eastern District .....	....	....	....	....	....	....
Manual Training .....	62	0.0	14.5	32.3	22.6	30.6
Long Island City .....	11	0.0	27.3	45.5	0.0	27.2
Woodside (P. S. 11) ....	6	0.0	0.0	0.0	16.7	83.3
Newtown (P. S. 14) ....	18	0.0	11.1	44.5	11.1	33.3
Flushing (P. S. 20) ....	16	0.0	18.7	31.3	12.5	37.5
Far Rockaway (P. S. 39)	5	0.0	20.0	40.0	0.0	40.0
Jamaica (P. S. 47) .....	22	0.0	31.8	45.5	9.0	13.7
Richmond Hill (P. S. 52)	10	0.0	60.0	20.0	20.0	0.0
Stapleton (P. S. 14) ....	5	0.0	20.0	0.0	0.0	80.0
Port Richmond (P. S. 20)	7	0.0	42.9	28.6	14.2	14.3
Manhattan — Outside Schools .....	40	2.5	30.0	30.0	7.5	30.0
Brooklyn — Outside Schools .....	76	0.0	30.3	27.7	13.1	28.9
Normal College .....	16	25.0	68.7	6.3	0.0	0.0

The general averages of the 784 candidates were as follows:

62 or 7.9% were rated 90-100%;  
 326 " 41.6% " " 70-89%;  
 221 " 28.2% " " 60-69%;  
 63 " 8.0% " " 50-59%;  
 112 " 14.3% " " 0-49%.

## ALGEBRA

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	63	4.8	28.6	20.6	25.4	20.6
DeWitt Clinton.....	62	4.9	42.0	20.9	20.9	11.3
Girls Technical ....	4	0.0	0.0	0.0	0.0	100.0
Morris.....	42	11.9	61.9	23.8	2.4	0.0
Girls .....	100	1.0	48.0	22.0	14.0	15.0
Boys .....	36	13.9	75.0	11.1	0.0	0.0
Erasmus Hall.....	129	3.1	41.9	20.2	13.9	20.9
Eastern District .....	....	....	....	....	....	....
Manual Training.....	62	1.6	24.2	8.1	20.9	45.2
Long Island City .....	10	0.0	0.0	10.0	0.0	90.0
Woodside (P. S. 11) ....	3	0.0	0.0	0.0	33.3	66.7
Newtown (P. S. 14) ....	3	0.0	33.3	0.0	33.3	33.4
Flushing (P. S. 20).....	5	0.0	40.0	20.0	20.0	20.0
Far Rockaway (P. S. 39)	1	0.0	100.0	0.0	0.0	0.0
Jamaica (P. S. 47).....	12	0.0	8.3	0.0	33.3	58.4
Richmond Hill (P. S. 52)	8	0.0	25.0	25.0	0.0	50.0
Stapleton (P. S. 14)....	4	0.0	25.0	50.0	25.0	0.0
Port Richmond (P. S. 20)	11	0.0	0.0	0.0	9.0	91.0
Manhattan — Outside Schools .....	55	0.0	27.2	12.8	20.0	40.0
Brooklyn — Outside Schools .....	76	0.0	34.2	35.5	14.5	15.8
Normal College. ....	16	12.5	75.0	12.5	0.0	0.0

The general averages of the 702 candidates were as follows:

24 or 3.4% were rated 90-100%;  
 275 " 39.2% " " 70-89%;  
 135 " 19.2% " " 60-69%;  
 106 " 15.1% " " 50-59%;  
 162 " 23.1% " " 0-49%.

## GEOMETRY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	63	7.9	12.7	14.3	7.9	57.2
DeWitt Clinton.....	62	22.6	27.4	19.4	17.7	12.9
Girls Technical.....	4	0.0	0.0	0.0	25.0	75.0
Morris.....	49	30.6	46.9	22.5	0.0	0.0
Girls.....	100	5.0	26.0	20.0	20.0	29.0
Boys .....	36	27.8	38.9	25.0	8.3	0.0
Erasmus Hall.....	129	7.6	21.8	20.2	18.6	31.8
Eastern District .....	....	....	....	....	....	....
Manual Training.....	62	1.6	11.3	9.7	11.3	66.1
Long Island City.....	10	0.0	0.0	10.0	10.0	80.0
Woodside (P. S. 11)....	3	0.0	0.0	33.3	66.7	0.0
Newtown (P. S. 14) ....	5	0.0	20.0	20.0	20.0	40.0
Flushing (P. S. 20).....	6	0.0	0.0	16.7	16.6	66.7
Far Rockaway (P. S. 39)	1	0.0	0.0	0.0	0.0	100.0
Jamaica (P. S. 47).....	12	0.0	25.0	16.7	16.6	41.7
Richmond Hill (P. S. 52)	7	0.0	14.3	14.3	42.8	28.6
Stapleton (P. S. 14)....	4	0.0	0.0	0.0	75.0	25.0
Port Richmond (P. S. 20)	13	0.0	15.4	15.4	15.4	53.8
Manhattan — Outside Schools .....	55	0.0	5.5	16.4	9.1	69.0
Brooklyn — Outside Schools .....	76	0.0	13.2	11.8	19.7	55.3
Normal College .....	16	6.3	25.0	25.0	6.2	37.5

The general averages of the 713 candidates were as follows:

61 or	8.6%	were rated	90-100%;
147 "	20.6%	" "	70- 89%;
124 "	17.4%	" "	60- 69%;
107 "	15.0%	" "	50- 59%;
274 "	38.4%	" "	0- 49%.

## ADVANCED MATHEMATICS

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	....	....	....	....	....	....
DeWitt Clinton.....	7	42.9	57.1	....	....	....
Girls Technical .....	....	....	....	....	....	....
Morris.....	1	100.0	....	....	....	....
Girls .....	....	....	....	....	....	....
Boys .....	9	33.3	44.5	11.1	11.1	....
Erasmus Hall.....	23	4.4	13.0	30.5	17.3	34.8
Eastern District .....	....	....	....	....	....	....
Manual Training.....	42	2.4	16.7	14.3	33.3	33.3
Long Island City.....	....	....	....	....	....	....
Woodside (P. S. 11).....	....	....	....	....	....	....
Newtown (P. S. 14) ....	5	....	100.0	....	....	....
Flushing (P. S. 20).....	8	12.5	37.5	50.0	....	....
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47) .....	....	....	....	....	....	....
Richmond Hill (P. S. 52) .....	1	....	....	100.0	....	....
Stapleton (P. S. 14).....	....	....	....	....	....	....
Port Richmond (P. S. 20) .....	1	100.0	....	....	....	....
Manhattan — Outside Schools.....	....	....	....	....	....	....
Brooklyn — Outside Schools.....	3	....	33.4	....	33.3	33.3
Normal College .....	....	....	....	....	....	....

The general averages of the 100 candidates were as follows:

11 or 11%	were rated	90-100%;
27 "	" "	70- 89%;
19 "	" "	60- 69%;
20 "	" "	50- 59%;
23 "	" "	0- 49%.

## HISTORY AND CIVICS

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	22	13.6	68.2	4.5	9.2	4.5
DeWitt Clinton.....	38	7.8	50.0	28.9	2.7	10.6
Girls Technical .....	29	0.0	48.3	17.2	20.7	13.8
Morris.....	27	18.5	44.4	18.5	14.9	3.7
Girls ... ..	....	....	....	....	....	....
Boys .....	18	44.4	38.9	16.7	....	....
Erasmus Hall.....	12	0.0	16.7	25.0	41.6	16.7
Eastern District .....	....	....	....	....	....	....
Manual Training.....	56	0.0	26.8	19.6	30.4	23.2
Long Island City.....	6	0.0	50.0	33.3	0.0	16.7
Woodside (P. S. 11) ....	7	14.3	42.7	14.3	0.0	28.7
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	....	....	....	....	....	....
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47).....	3	0.0	0.0	0.0	0.0	100.0
Richmond Hill (P. S. 52) .....	....	....	....	....	....	....
Stapleton (P. S. 14).....	....	....	....	....	....	....
Port Richmond (P.S. 20)	1	0.0	0.0	0.0	0.0	100.0
Manhattan — Outside Schools .....	12	0.0	50.0	0.0	8.3	41.7
Brooklyn — Outside Schools .....	47	2.1	23.4	19.1	27.7	27.7
Normal College .....	....	....	....	....	....	....

The general averages of the 278 candidates were as follows:

21 or	7.5%	were rated	90-100%;
107 "	38.8%	" "	70- 89%;
51 "	18.3%	" "	60- 69%;
49 "	17.6%	" "	50- 59%;
50 "	17.8%	" "	0- 49%.

## MEDLEVAL AND MODERN HISTORY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Jamaica (P.S. 47) . . . . .	4	0.0	0.0	0.0	25.0	75.0

The general averages of the 4 candidates were as follows:

1 or 25% was rated 50-59%;  
3 or 75% were rated 0-49%.

## GREEK AND ROMAN HISTORY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	....	....	....	....	....	....
DeWitt Clinton.....	....	....	....	....	....	....
Girls Technical ... ..	....	....	....	....	....	....
Morris.....	....	....	....	....	....	....
Girls.....	95	15.8	51.7	16.8	11.5	4.2
Boys.....	....	....	....	....	....	....
Erasmus Hall.....	....	....	....	....	....	....
Eastern District .....	....	....	....	....	....	....
Manual Training.....	....	....	....	....	....	....
Long Island City.....	....	....	....	....	....	....
Woodside (P. S. 11)....	....	....	....	....	....	....
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	4	0.0	0.0	25.0	50.0	25.0
Far Rockaway (P. S. 39)	3	0.0	33.3	66.7	0.0	0.0
Jamaica (P. S. 47) .....	3	33.3	0.0	66.7	0.0	0.0
Richmond Hill (P. S. 52)	8	12.5	37.5	0.0	50.0	0.0
Stapleton (P. S. 14)....	2	0.0	100.0	....	....	....
Port Richmond (P.S. 20)	12	0.0	33.3	33.3	8.4	25.0
Manhattan — Outside Schools.....	18	11.1	38.8	27.8	16.7	5.6
Brooklyn — Outside Schools.....	22	0.0	13.6	22.7	50.0	13.7
Normal College.....	....	....	....	....	....	....

The general averages of the 167 candidates were as follows:

19 or	11.4%	were rated	90-100%;
69 "	41.3%	" "	70- 89%;
35 "	20.9%	" "	60- 69%;
32 "	19.2%	" "	50- 59%;
12 "	7.2%	" "	0- 49%.

## PHYSIOGRAPHY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	35	0.0	42.9	22.9	22.8	11.4
DeWitt Clinton.....	....	....	....	....	....	....
Girls Technical .....	....	....	....	....	....	....
Morris.....	26	3.9	53.8	23.1	19.2	0.0
Girls .....	25	0.0	16.0	36.0	20.0	28.0
Boys... ..	8	0.0	87.5	12.5	0.0	0.0
Erasmus Hall.....	70	1.4	12.9	25.7	52.9	7.1
Eastern District .....	....	....	....	....	....	....
Manual Training.....	37	5.4	29.7	32.5	27.0	5.4
Long Island City.....	9	0.0	33.3	0.0	66.7	0.0
Woodside (P. S. 11).....	1	0.0	0.0	0.0	100.0	0.0
Newtown (P. S. 14) ....	2	0.0	0.0	50.0	50.0	0.0
Flushing (P. S. 20).....	2	0.0	0.0	0.0	50.0	50.0
Far Rockaway (P. S. 39)	....	....	....	....	....	....
Jamaica (P. S. 47).....	....	....	....	....	....	....
Richmond Hill (P. S. 52)	....	....	....	....	....	....
Stapleton (P. S. 14) ....	3	0.0	0.0	0.0	100.0	0.0
Port Richmond (P. S. 20)	....	....	....	....	....	....
Manhattan — Outside Schools .....	42	0.0	16.7	19.0	47.6	16.7
Brooklyn — Outside Schools .....	76	0.0	7.9	31.5	39.5	21.1
Normal College .....	9	22.2	22.2	22.2	33.4	0.0

The general averages of the 345 candidates were as follows:

6 or	1.7%	were rated	90-100%;
78 "	22.6%	" "	70-89%;
89 "	25.8%	" "	60-69%;
130 "	37.7%	" "	50-59%;
42 "	12.2%	" "	0-49%.



## DRAWING

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	(Ratings) 0-49 Per Cent.
Wadleigh .....	33	21.2	48.5	6.1	18.1	6.1
DeWitt Clinton.....	50	2.0	22.0	18.0	20.0	38.0
Girls Technical .....	3	0.0	66.7	0.0	33.3	0.0
Morris.....	23	8.7	52.1	26.1	4.4	8.7
Girls .....	87	24.1	60.9	8.0	3.5	3.5
Boys .....	18	5.5	55.5	11.2	5.5	22.3
Erasmus Hall.....	92	3.3	45.7	17.4	20.6	13.0
Eastern District .....	....	....	....	....	....	....
Manual Training.....	55	3.6	9.1	7.3	12.7	67.3
Long Island City .....	10	0.0	0.0	20.0	30.0	50.0
Woodside (P. S. 11).....	3	0.0	0.0	0.0	33.3	66.7
Newtown (P. S. 14) ....	1	0.0	0.0	0.0	100.0	0.0
Flushing (P. S. 20).....	9	0.0	11.1	0.0	22.2	66.7
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47).....	9	0.0	11.1	0.0	22.2	66.7
Richmond Hill (P. S. 52)	3	0.0	0.0	33.3	33.3	33.4
Stapleton (P. S. 14) ....	3	0.0	0.0	0.0	100.0	0.0
Port Richmond (P.S. 20)	3	0.0	0.0	66.7	0.0	33.3
Manhattan — Outside Schools .....	28	0.0	0.0	7.1	17.9	75.0
Brooklyn — Outside Schools .....	74	0.0	6.7	27.0	25.7	40.6
Normal College .....	9	0.0	55.5	0.0	44.5	0.0

The general averages of the 513 candidates were as follows:

37 or	7.4%	were rated	90-100%;
163 "	31.6%	" "	70- 89%;
73 "	14.2%	" "	60- 69%;
89 "	17.4%	" "	50- 59%;
151 "	29.4%	" "	0- 49%.

## BOTANY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	1	0.0	0.0	0.0	100.0	0.0
DeWitt Clinton.....	2	0.0	50.0	0.0	0.0	50.0
Girls Technical .....	....	....	....	....	....	....
Morris.....	....	....	....	....	....	....
Girls .....	1	0.0	0.0	100.0	0.0	0.0
Boys.....	....	....	....	....	....	....
Erasmus Hall.....	15	0.0	26.7	6.6	40.0	26.7
Eastern District .....	....	....	....	....	....	....
Manual Training.....	13	0.0	15.4	53.8	15.4	15.4
Long Island City .....	3	0.0	33.4	0.0	33.3	33.3
Woodside (P. S. 11) ....	1	0.0	0.0	0.0	100.0	0.0
Newtown (P. S. 14) ....	1	0.0	0.0	0.0	0.0	100.0
Flushing (P. S. 20).....	5	0.0	20.0	40.0	20.0	20.0
Far Rockaway (P. S. 39)	1	0.0	0.0	100.0	0.0	0.0
Jamaica (P. S. 47).....	11	0.0	54.5	27.3	9.1	9.1
Richmond Hill (P. S. 52)	....	....	....	....	....	....
Stapleton (P. S. 14)....	4	0.0	0.0	25.0	25.0	50.0
Port Richmond (P. S. 20)	2	0.0	0.0	0.0	50.0	50.0
Manhattan — Outside Schools. ....	12	0.0	41.7	16.6	25.0	16.7
Brooklyn — Outside Schools.....	35	0.0	2.8	22.9	20.0	54.3
Normal College .....	....	....	....	....	....	....

The general averages of the 107 candidates were as follows:

0 or 0.0% was rated 90-100%;  
 21 " 19.6% were rated 70- 89%;  
 26 " 24.3% " " 60- 69%;  
 25 " 23.4% " " 50- 59%;  
 35 " 32.7% " " 0- 49%.

## ZOOLOGY AND PHYSIOLOGY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	....	....	....	....	....	....
DeWitt Clinton.....	2	0.0	0.0	50.0	0.0	50.0
Girls Technical .....	....	....	....	....	....	....
Morris.....	....	....	....	....	....	....
Girls .....	....	....	....	....	....	....
Boys .....	....	....	....	....	....	....
Erasmus Hall.....	4	0.0	0.0	0.0	25.0	75.0
Eastern District .....	....	....	....	....	....	....
Manual Training .....	13	0.0	15.4	15.4	69.2	0.0
Long Island City .....	....	....	....	....	....	....
Woodside (P. S. 11) ....	....	....	....	....	....	....
Newtown (P. S. 14) ....	1	0.0	0.0	100.0	0.0	0.0
Flushing (P. S. 20).....	4	0.0	50.0	0.0	0.0	50.0
Far Rockaway (P. S. 39)	1	0.0	100.0	0.0	0.0	0.0
Jamaica (P. S. 47).....	5	0.0	80.0	20.0	0.0	0.0
Richmond Hill (P. S. 52)	....	....	....	....	....	....
Stapleton (P. S. 14)....	....	....	....	....	....	....
Port Richmond (P.S. 20)	....	....	....	....	....	....
Manhattan — Outside Schools .....	20	0.0	10.0	20.0	30.0	40.0
Brooklyn — Outside Schools .....	30	0.0	6.7	13.3	30.0	50.0
Normal College .....	....	....	....	....	....	....

The general averages of the 80 candidates were as follows:

0 or 0.0% was rated 90-100%;  
 13 " 16.3% were rated 70- 89%;  
 13 " 16.3% " " 60- 69%;  
 25 " 31.2% " " 50- 59%;  
 29 " 36.2% " " 0- 49%.

## PHYSICS

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	4	0.0	75.0	0.0	25.0	0.0
DeWitt Clinton.....	15	26.7	40.0	6.6	26.7	0.0
Girls Technical .....	....	....	....	....	....	....
Morris.....	29	31.0	69.0	0.0	0.0	0.0
Girls.....	21	0.0	0.0	28.6	33.3	38.1
Boys .....	18	22.2	61.1	11.1	5.6	0.0
Erasmus Hall.....	47	17.1	40.4	19.1	14.9	8.5
Eastern District .....	....	....	....	....	....	....
Manual Training.....	20	5.0	10.0	30.0	30.0	25.0
Long Island City .....	10	0.0	0.0	20.0	60.0	20.0
Woodside (P. S. 11) ....	3	0.0	33.3	66.7	0.0	0.0
Newtown (P. S. 14) ....	3	0.0	0.0	33.3	33.3	33.4
Flushing (P. S. 20).....	7	14.3	71.4	14.3	0.0	0.0
Far Rockaway (P. S. 39)	4	0.0	50.0	25.0	25.0	0.0
Jamaica (P. S. 47).....	9	0.0	11.1	22.2	44.5	22.2
Richmond Hill (P. S. 52)	3	0.0	33.3	33.3	0.0	33.4
Stapleton (P. S. 14) ....	3	0.0	33.3	0.0	0.0	66.7
Port Richmond (P. S. 20)	6	0.0	16.6	16.7	50.0	16.7
Manhattan — Outside Schools .....	14	0.0	0.0	14.3	64.3	21.4
Brooklyn — Outside Schools .....	24	0.0	4.2	12.5	37.5	45.8
Normal College .....	11	27.3	18.2	27.2	27.3	0.0

The general averages of the 251 candidates were as follows:

30 or	11.9%	were rated	90-100%;
76 "	30.3%	" "	70- 89%;
43 "	17.1%	" "	60- 69%;
62 "	24.7%	" "	50- 59%;
40 "	16.0%	" "	0- 49%.

## CHEMISTRY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	....	....	....	....	....	....
DeWitt Clinton.....	33	15.2	66.7	18.1	0.0	0.0
Girls Technical ... ..	29	0.0	17.2	27.6	31.0	24.2
Morris.....	3	0.0	66.7	33.3	0.0	0.0
Girls .....	....	....	....	....	....	....
Boys .....	28	0.0	53.5	25.0	17.9	3.6
Erasmus Hall.....	14	0.0	64.3	21.4	14.3	0.0
Eastern District .....	....	....	....	....	....	....
Manual Training.....	11	0.0	18.2	18.2	9.1	54.5
Long Island City .....	4	0.0	0.0	0.0	50.0	50.0
Woodside (P. S. 11)....	4	0.0	0.0	25.0	25.0	50.0
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	7	14.3	42.8	42.9	0.0	0.0
Far Rockaway (P. S. 39)	....	....	....	....	....	....
Jamaica (P. S. 47).....	8	0.0	75.0	25.0	0.0	0.0
Richmond Hill (P. S. 52)	2	0.0	50.0	0.0	50.0	0.0
Stapleton (P. S. 14).....	1	0.0	0.0	0.0	100.0	0.0
Port Richmond (P. S. 20)	2	0.0	0.0	50.0	50.0	0.0
Manhattan — Outside Schools.....	4	0.0	0.0	0.0	50.0	50.0
Brooklyn — Outside Schools.....	12	0.0	8.3	0.0	16.7	75.0
Normal College . ....	....	....	....	....	....	....

The general averages of the 162 candidates were as follows:

6 or	3.7%	were rated	90-100%;
66 "	40.8%	" "	70- 89%;
34 "	21.0%	" "	60- 69%;
27 "	16.6%	" "	50- 59%;
29 "	17.9%	" "	0- 49%.

## ADVANCED CHEMISTRY

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Boys .....	14	0.0	0.0	28.6	28.6	42.8
Flushing (P. S. 20).....	2	0.0	0.0	0.0	0.0	100.0
Brooklyn — Outside Schools .....	2	0.0	0.0	0.0	0.0	100.0

The general averages of the 18 candidates were as follows:

0 or 0.0% was rated 90-100%;  
 0 " 0.0% " " 70- 89%;  
 4 " 22.2% were rated 60- 69%;  
 4 " 22.2% " " 50- 59%;  
 10 " 55.6% " " 0- 49%.

## ADVANCED PHYSICS

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Boys .....	14	7.2	28.6	7.1	50.0	7.1
Erasmus Hall.....	6	0.0	16.7	16.7	16.6	50.0
Manual Training.....	4	0.0	0.0	0.0	0.0	100.0
Flushing (P. S. 20).....	3	0.0	0.0	0.0	0.0	100.0
Brooklyn — Outside Schools .....	1	0.0	0.0	0.0	0.0	100.0

The general averages of the 28 candidates were as follows:

1 or 3.6% was rated 90-100%;  
 5 " 17.8% " " 70- 89%;  
 2 " 7.1% were rated 60- 69%;  
 8 " 28.6% " " 50- 59%;  
 12 " 42.9% " " 0- 49.

## ELEMENTARY LATIN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	58	22.4	43.1	17.3	13.8	3.4
DeWitt Clinton .....	38	5.3	57.9	18.4	7.9	10.5
Girls Technical .....	....	....	....	....	....	....
Morris .....	23	26.1	65.2	8.7	0.0	0.0
Girls .....	56	1.8	41.1	25.0	16.0	16.1
Boys .....	28	10.7	53.6	25.0	7.1	3.6
Erasmus Hall .....	83	4.8	44.6	24.1	10.8	15.7
Eastern District .....	....	....	....	....	....	....
Manual Training .....	29	0.0	13.8	3.4	13.8	69.0
Long Island City .....	4	0.0	0.0	25.0	0.0	75.0
Woodside (P. S. 11) .....	3	0.0	66.7	33.3	0.0	0.0
Newtown (P. S. 14) .....	6	0.0	16.7	16.7	16.6	50.0
Flushing (P. S. 20) .....	6	0.0	16.7	50.0	0.0	33.3
Far Rockaway (P. S. 39)	1	0.0	0.0	0.0	100.0	0.0
Jamaica (P. S. 47) .....	9	0.0	66.7	11.1	11.1	11.1
Richmond Hill (P. S. 52)	4	0.0	100.0	0.0	0.0	0.0
Stapleton (P. S. 14) .....	5	0.0	60.0	20.0	20.0	0.0
Port Richmond (P. S. 20)	3	0.0	0.0	33.3	33.3	33.4
Manhattan — Outside Schools .....	27	0.0	18.5	25.9	25.9	29.7
Brooklyn — Outside Schools .....	8	0.0	0.0	25.0	37.5	37.5
Normal College .....	15	13.3	73.3	13.4	0.0	0.0

The general averages of the 406 candidates were as follows;

31 or	7.6%	were rated	90-100%;
174 "	42.8%	" "	70- 89%;
81 "	20.0%	" "	60- 69%;
50 "	12.3%	" "	50- 59%;
70 "	17.3%	" "	0- 49%.

## INTERMEDIATE LATIN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	49	4.1	42.9	16.3	16.3	20.4
DeWitt Clinton .....	33	3.0	30.3	30.3	18.2	18.2
Girls Technical .....	....	....	....	....	....	....
Morris .....	21	23.8	61.9	9.5	4.8	0.0
Girls .....	11	9.1	54.5	27.3	9.1	0.0
Boys .....	25	0.0	28.0	24.0	32.0	16.0
Erasmus Hall .....	48	0.0	8.3	33.4	25.0	33.3
Eastern District .....	....	....	....	....	....	....
Manual Training .....	28	0.0	0.0	7.1	14.3	78.6
Long Island City .....	2	0.0	0.0	0.0	0.0	100.0
Woodside (P. S. 11) ....	4	0.0	0.0	25.0	50.0	25.0
Newtown (P. S. 14) ....	1	0.0	0.0	100.0	0.0	0.0
Flushing (P. S. 20) .....	....	....	....	....	....	....
Far Rockaway (P. S. 39)	2	0.0	0.0	50.0	50.0	0.0
Jamaica (P. S. 47) .....	9	0.0	22.2	11.1	22.2	44.5
Richmond Hill (P. S. 52)	4	0.0	0.0	0.0	100.0	0.0
Stapleton (P. S. 14) ....	3	0.0	0.0	33.3	66.7	0.0
Port Richmond (P. S. 20)	....	....	....	....	....	....
Manhattan — Outside Schools .....	6	0.0	0.0	16.6	33.4	50.0
Brooklyn — Outside Schools .....	2	0.0	0.0	0.0	0.0	100.0
Normal College .....	10	0.0	50.0	30.0	10.0	10.0

The general averages of the 258 candidates were as follows:

9 or	3.5%	were rated	90-100%;
68 "	26.4%	" "	70- 89%;
56 "	21.7%	" "	60- 69%;
54 "	20.9%	" "	50- 59%;
71 "	27.5%	" "	0- 49%.



## ADVANCED LATIN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	51	2.0	56.7	9.8	13.8	17.7
DeWitt Clinton .....	10	20.0	40.0	40.0	0.0	0.0
Girls Technical .....	....	....	....	....	....	....
Morris .....	14	50.0	50.0	0.0	0.0	0.0
Girls .....	3	0.0	0.0	100.0	0.0	0.0
Boys .....	24	0.0	37.5	37.5	12.5	12.5
Erasmus Hall .....	35	0.0	28.6	22.9	25.6	22.9
Eastern District .....	....	....	....	....	....	....
Manual Training .....	20	0.0	10.0	35.0	0.0	55.0
Long Island City .....	....	....	....	....	....	....
Woodside (P. S. 11) ....	....	....	....	....	....	....
Newtown (P. S. 14) ....	3	0.0	33.3	0.0	0.0	66.7
Flushing (P. S. 20) .....	7	0.0	14.3	28.5	28.6	28.6
Far Rockaway (P. S. 39) ....	....	....	....	....	....	....
Jamaica (P. S. 47) .....	11	0.0	45.5	9.1	18.1	27.3
Richmond Hill (P. S. 52)	6	0.0	33.3	33.3	16.7	16.7
Stapleton (P. S. 14) ....	1	0.0	0.0	0.0	0.0	100.0
Port Richmond (P. S. 20)	2	0.0	0.0	50.0	50.0	0.0
Manhattan — Outside Schools .....	9	0.0	11.1	44.5	22.2	22.2
Brooklyn — Outside Schools .....	1	0.0	0.0	0.0	0.0	100.0
Normal College .....	....	....	....	....	....	....

The general averages of the 197 candidates were as follows:

10 or	5.1%	were rated	90-100%;
71 "	36.0%	" "	70- 89%;
46 "	23.4%	" "	60- 69%;
27 "	13.7%	" "	50- 59%;
43 "	21.8%	" "	0- 49%.

## ELEMENTARY GREEK.

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	12	33.3	58.3	8.4	0.0	0.0
DeWitt Clinton .....	15	6.7	26.6	46.7	6.7	13.3
Girls Technical. ....	....	....	....	....	....	....
Morris .....	6	33.3	66.7	0.0	0.0	0.0
Girls .....	3	0.0	66.7	33.3	0.0	0.0
Boys .....	6	16.6	33.4	16.7	16.7	16.6
Erasmus Hall .....	10	10.0	60.0	20.0	0.0	10.0
Eastern District .....	....	....	....	....	....	....
Manual Training .....	....	....	....	....	....	....
Long Island City .....	....	....	....	....	....	....
Woodside (P. S. 11) .....	....	....	....	....	....	....
Newtown (P. S. 14) ....	1	0.0	0.0	100.0	0.0	0.0
Flushing (P. S. 20) .....	1	0.0	0.0	0.0	0.0	100.0
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47) .....	5	0.0	40.0	20.0	20.0	20.0
Richmond Hill (P. S. 52) .....	1	0.0	100.0	0.0	0.0	0.0
Stapleton (P. S. 14) ....	....	....	....	....	....	....
Port Richmond (P. S. 20) .....	....	....	....	....	....	....
Manhattan — Outside Schools .....	1	0.0	0.0	0.0	100.0	0.0
Brooklyn — Outside Schools .....	....	....	....	....	....	....
Normal College .....	....	....	....	....	....	....

The general averages of the 61 candidates were as follows:

9 or 14.8% were rated 90-100%;  
 28 " 45.9% " " 70-89%;  
 14 " 23.0% " " 60-69%;  
 4 " 6.5% " " 50-59%;  
 6 " 9.8% " " 0-49%.

## ADVANCED GREEK

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	12	25.0	66.7	0.0	0.0	8.3
DeWitt Clinton.....	8	25.0	62.5	12.5	0.0	0.0
Girls Technical .....	....	....	....	....	....	....
Morris.....	6	0.0	100.0	0.0	0.0	0.0
Girls .....	6	0.0	50.0	50.0	0.0	0.0
Boys .....	5	0.0	60.0	20.0	0.0	20.0
Erasmus Hall. ....	4	0.0	100.0	0.0	0.0	0.0
Manual Training.....	....	....	....	....	....	....
Long Island City .....	....	....	....	....	....	....
Woodside (P. S. 11) ....	....	....	....	....	....	....
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	....	....	....	....	....	....
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47).....	1	0.0	100.0	0.0	0.0	0.0
Richmond Hill (P.S.52)	1	0.0	100.0	0.0	0.0	0.0
Stapleton (P. S. 14) ....	....	....	....	....	....	....
Port Richmond (P.S. 20)	1	0.0	100.0	0.0	0.0	0.0
Manhattan — Outside Schools.....	1	0.0	0.0	0.0	100.0	0.0
Brooklyn — Outside Schools.....	....	....	....	....	....	....
Normal College .....	....	....	....	....	....	....

The general averages of the 45 candidates were as follows:

5 or 11.1% were rated 90-100%;  
 32 " 71.1% " " 70- 89%;  
 5 " 11.1% " " 60- 69%;  
 1 " 2.2% was rated 50- 59%;  
 2 " 4.5% were rated 0- 49%.

## ELEMENTARY GERMAN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	26	15.4	61.6	11.5	11.5	0.0
DeWitt Clinton.....	51	17.6	49.0	19.6	9.9	3.9
Girls Technical .....	13	15.4	76.9	7.7	0.0	0.0
Morris.....	25	32.0	60.0	8.0	0.0	0.0
Girls .....	70	10.0	54.3	20.0	11.5	4.2
Boys .....	21	14.2	52.4	14.2	9.6	9.6
Erasmus Hall .....	67	7.5	49.3	17.9	7.4	17.9
Eastern District .....	....	....	....	....	....	....
Manual Training.....	43	0.0	27.9	23.3	18.6	30.2
Long Island City .....	6	0.0	33.3	0.0	16.7	50.0
Woodside (P. S. 11) ....	4	0.0	25.0	0.0	25.0	50.0
Newtown (P. S. 14) ....	2	0.0	0.0	0.0	0.0	100.0
Flushing (P. S. 20).....	7	14.3	28.5	14.3	0.0	42.9
Far Rockaway (P. S. 39)	3	0.0	66.7	0.0	0.0	33.3
Jamaica (P. S. 47).....	8	0.0	62.5	25.0	0.0	12.5
Richmond Hill (P. S. 52)	....	....	....	....	....	....
Stapleton (P. S. 14).....	3	66.7	0.0	33.3	0.0	0.0
Port Richmond (P. S. 20)	2	0.0	0.0	50.0	0.0	50.0
Manhattan — Outside Schools .....	3	0.0	33.3	33.3	33.4	0.0
Brooklyn — Outside Schools .....	16	0.0	0.0	12.5	43.7	43.8
Normal College .....	9	55.5	33.3	11.2	0.0	0.0

The general averages of the 379 candidates were as follows:

46 or 12.2% were rated 90-100%;  
 176 " 46.4% " " 70- 89%;  
 64 " 17.0% " " 60- 69%;  
 41 " 10.8% " " 50- 59%;  
 52 " 13.6% " " 0- 49%.

## INTERMEDIATE GERMAN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	21	0.0	9.5	4.8	19.0	66.7
DeWitt Clinton .....	33	0.0	12.1	21.2	27.3	89.4
Girls Technical .....	13	0.0	38.5	23.1	7.7	30.7
Morris .....	19	5.3	31.6	21.0	26.3	15.8
Girls .....	68	1.5	29.4	14.7	13.2	41.2
Boys .....	17	0.0	11.8	35.3	17.6	35.3
Erasmus Hall .....	61	0.0	9.8	8.2	16.4	65.6
Eastern District .....	....	....	....	....	....	....
Manual Training .....	29	0.0	6.9	3.4	3.4	86.3
Long Island City .....	7	0.0	14.3	14.3	14.3	57.1
Woodside (P. S. 11) .....	....	....	....	....	....	....
Newtown (P. S. 14) .....	8	0.0	12.5	12.5	25.0	50.0
Flushing (P. S. 20) .....	6	16.6	33.4	16.6	0.0	33.4
Far Rockaway (P. S. 39) .....	1	0.0	0.0	0.0	0.0	100.0
Jamaica (P. S. 47) .....	7	0.0	14.3	14.3	42.8	28.6
Richmond Hill (P. S. 52) .....	1	0.0	0.0	0.0	0.0	100.0
Stapleton (P. S. 14) .....	1	0.0	0.0	0.0	100.0	0.0
Port Richmond (P. S. 20) .....	2	0.0	0.0	50.0	0.0	50.0
Manhattan — Outside Schools .....	6	16.6	16.7	0.0	0.0	66.7
Brooklyn — Outside Schools .....	14	0.0	0.0	0.0	0.0	100.0
Normal College .....	9	0.0	22.2	55.6	11.1	11.1

The general averages of the 323 candidates were as follows:

4	or	1.2%	were	rated	90-100%;
55	"	17.0%	"	"	70- 89%;
47	"	14.6%	"	"	60- 69%;
50	"	15.5%	"	"	50- 59%;
167	"	51.7%	"	"	0- 49%.

## ADVANCED GERMAN

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	1	0.0	100.0	0.0	0.0	0.0
DeWitt Clinton.....	12	0.0	8.3	25.0	8.4	58.3
Girls Technical .....	13	7.7	61.5	15.4	7.7	7.7
Morris.....	....	....	....	....	....	....
Girls.....	....	....	....	....	....	....
Boys .....	4	0.0	50.0	25.0	25.0	0.0
Erasmus Hall.....	4	0.0	25.0	50.0	25.0	0.0
Eastern District .....	....	....	....	....	....	....
Manual Training.....	18	0.0	11.1	16.7	22.2	50.0
Long Island City .....	2	0.0	50.0	0.0	0.0	50.0
Woodside (P. S. 11).....	....	....	....	....	....	....
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	4	25.0	75.0	0.0	0.0	0.0
Far Rockaway (P. S. 39) .....	....	....	....	....	....	....
Jamaica (P. S. 47).....	5	20.0	20.0	40.0	20.0	0.0
Richmond Hill (P. S. 52)	1	0.0	0.0	0.0	0.0	100.0
Stapleton (P. S. 14) ....	....	....	....	....	....	....
Port Richmond (P. S. 20) .....	....	....	....	....	....	....
Manhattan — Outside Schools .....	4	50.0	0.0	0.0	25.0	25.0
Brooklyn — Outside Schools .....	....	....	....	....	....	....
Normal College .....	....	....	....	....	....	....

The general averages of the 68 candidates were as follows:

5 or	7.4%	were rated	90-100%;
20 "	29.4%	" "	70- 89%;
13 "	19.1%	" "	60- 69%;
10 "	14.7%	" "	50- 59%;
20 "	29.4%	" "	0- 49%.

## ELEMENTARY FRENCH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	41	17.1	39.0	19.5	19.5	4.9
DeWitt Clinton.....	43	2.3	58.1	23.3	9.3	7.0
Girls Technical .....	16	0.0	18.8	12.5	43.7	25.0
Morris.....	21	14.3	57.1	23.8	0.0	4.8
Girls .....	44	25.0	75.0	0.0	0.0	0.0
Boys .....	24	0.0	16.7	25.0	20.8	37.5
Erasmus Hall.....	66	3.0	33.3	18.2	25.8	19.7
Eastern District .....	....	....	....	....	....	....
Manual Training.....	10	0.0	10.0	40.0	10.0	40.0
Long Island City .....	7	14.3	0.0	42.8	42.9	0.0
Woodside (P. S. 11) ....	....	....	....	....	....	....
Newtown (P. S. 14) ....	7	0.0	14.2	14.3	0.0	71.5
Flushing (P. S. 20).....	2	0.0	0.0	0.0	50.0	50.0
Far Rockaway (P. S. 39) ....	....	....	....	....	....	....
Jamaica (P. S. 47).....	1	0.0	0.0	0.0	0.0	100.0
Richmond Hill (P. S. 52)	2	0.0	0.0	0.0	100.0	0.0
Stapleton (P. S. 14)....	....	....	....	....	....	....
Port Richmond (P. S. 20)	2	0.0	0.0	100.0	0.0	0.0
Manhattan — Outside Schools .....	34	0.0	8.8	20.6	17.7	52.9
Brooklyn — Outside Schools .....	44	0.0	18.2	15.9	15.9	50.0
Normal College .....	7	14.2	85.8	0.0	0.0	0.0

The general averages of the 371 candidates were as follows:

28 or	7.0%	were rated	90-100%;
134 "	36.1%	" "	70- 89%;
67 "	18.1%	" "	60- 69%;
61 "	16.4%	" "	50- 59%;
83 "	22.4%	" "	0- 49%.

## INTERMEDIATE FRENCH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	29	13.8	20.7	24.1	20.7	20.7
DeWitt Clinton.....	25	0.0	44.0	20.0	24.0	12.0
Girls Technical ... ..	16	0.0	18.8	18.7	12.5	50.0
Morris.....	17	29.4	53.0	5.8	11.8	0.0
Girls .....	44	27.3	43.2	15.9	6.8	6.8
Boys .....	7	0.0	0.0	14.2	14.3	71.5
Erasmus Hall.....	50	2.0	16.0	8.0	36.0	38.0
Eastern District .....	....	....	....	....	....	....
Manual Training.....	....	....	....	....	....	....
Long Island City .....	7	0.0	42.9	28.5	14.3	14.3
Woodside (P. S. 11).....	....	....	....	....	....	....
Newtown (P. S. 14) ....	2	0.0	0.0	0.0	50.0	50.0
Flushing (P. S. 20).....	....	....	....	....	....	....
Far Rockaway (P. S. 39)	....	....	....	....	....	....
Jamaica (P. S. 47).....	1	0.0	0.0	0.0	100.0	0.0
Richmond Hill (P. S. 52)	3	0.0	0.0	33.3	33.3	33.4
Stapleton (P. S. 14)....	....	....	....	....	....	....
Port Richmond (P. S. 20)	3	0.0	33.3	66.7	0.0	0.0
Manhattan — Outside Schools.....	24	0.0	8.3	4.2	20.8	66.7
Brooklyn — Outside Schools.....	41	0.0	12.2	14.6	7.3	65.9
Normal College .....	1	0.0	0.0	0.0	0.0	100.0

The general averages of the 270 candidates were as follows:

22 or 8.1% were rated 90-100%;  
 67 " 24.8% " " 70-89%;  
 40 " 14.9% " " 60-69%;  
 50 " 18.5% " " 50-59%;  
 91 " 33.7% " " 0-49%.



## ADVANCED FRENCH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
Wadleigh .....	3	66.7	0.0	33.3	0.0	0.0
DeWitt Clinton.....	9	0.0	33.3	22.2	11.1	33.4
Girls Technical .....	16	0.0	0.0	12.5	31.3	56.2
Morris.....	....	....	....	....	....	....
Girls .....	....	....	....	....	....	....
Boys .....	1	0.0	0.0	100.0	0.0	0.0
Erasmus Hall.....	....	....	....	....	....	....
Manual Training.....	....	....	....	....	....	....
Long Island City .....	4	0.0	25.0	0.0	0.0	75.0
Woodside (P. S. 11).....	....	....	....	....	....	....
Newtown (P. S. 14) ....	....	....	....	....	....	....
Flushing (P. S. 20).....	....	....	....	....	....	....
Far Rockaway (P. S. 39)	....	....	....	....	....	....
Jamaica (P. S. 47).....	....	....	....	....	....	....
Richmond Hill (P. S. 52)	1	0.0	100.0	0.0	0.0	0.0
Stapleton (P. S. 14) ....	....	....	....	....	....	....
Port Richmond (P. S. 20)	1	0.0	100.0	0.0	0.0	0.0
Manhattan — Outside Schools.....	16	0.0	6.2	6.3	12.5	75.0
Brooklyn — Outside Schools.....	20	0.0	0.0	15.0	30.0	55.0
Normal College .....	....	....	....	....	....	....

The general averages of the 71 candidates were as follows:

2 or 2.8% were rated 90-100%;  
 6 " 8.5% " " 70-89%;  
 10 " 14.1% " " 60-69%;  
 14 " 19.7% " " 50-59%;  
 39 " 54.9% " " 0-49%.

## ELEMENTARY SPANISH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
DeWitt Clinton . . . . .	7	0.0	85.7	14.3	0.0	0.0
Manhattan — Outside Schools . . . . .	1	0.0	100.0	0.0	0.0	0.0

The general averages of the 8 candidates were as follows:

7 or 87.5% were rated 70-89%;  
1 " 12.5% was rated 60-69%.

## ADVANCED SPANISH

School	Number of Candidates	Ratings 90-100 Per Cent.	Ratings 70-89 Per Cent.	Ratings 60-69 Per Cent.	Ratings 50-59 Per Cent.	Ratings 0-49 Per Cent.
DeWitt Clinton . . . . .	7	14.3	71.4	0.0	14.3	0.0

The general averages of the 7 candidates were as follows:

1 or 14.3% was rated 90-100%;  
5 " 71.4% were rated 70-89%;  
1 " 14.3% was rated 50-59%.

The place and time of meeting of each marking committee is given below:

History and Civics,	Manual Training High School	June 10;
English	Hall of Education	June 10;
Botany, Zoology and Physiology	Wadleigh High School	June 10;
Physics and Chemistry	Wadleigh High School	June 11;
Latin	Hall of Education	June 11;
Mathematics	Hall of Education	June 12.
French	Boys High School	June 12;
Greek	Wadleigh High School	June 15;
German	Hall of Education	June 15;
Spanish	DeWitt Clinton High School	June 15;
Drawing	Boys High School	June 15;
Physiography	Hall of Education	June 15;

## GRADUATION

Of the 856 applicants taking the examination as a final test, 152 were from outside schools and academies, leaving 704 as candidates for graduation. Of the 704, 528 received diplomas: 450 passed a complete examination,

8 supplemented a partial examination with credits of the College Entrance Examination Board;

70 supplemented a partial examination with counts of the Regents of the University of the State of New York.

In addition to these, there were a number of pupils in Queens and Richmond Boroughs, who were graduated on Regents' counts only; and in the whole city, it will be necessary to award a number of diplomas upon the certificates of the College Entrance Examination Board.

No mention has been made of the Commercial High School of Brooklyn and the High School of Commerce of Manhattan, since these schools have special courses of study. The Eastern District High School has been established for three years only, and presented no candidates for *final* examination.

On account of the diverse conditions prevailing in the several boroughs previous to the adoption of the new course of study for high schools in 1902, it was extremely difficult to arrange for a uniform examination in 1903.

Now that the initial test has taken place and the returns are generally known, it occasions surprise and affords matter for congratulation that the results of the examination have proved almost universally acceptable.

### ADMISSION TO TRAINING SCHOOLS

Of those taking the final examinations, the number of applicants for admission to each training school, the number passing, and the number failing are given below:

	Applicants	Passed	Failed
New York Training School for Teachers	106	68	38
Brooklyn Training School for Teachers	271	165	106

The failure of about fifteen candidates was due solely to inability to meet the physical test required. A careful revision of the returns will probably slightly increase the number of those passing the examination.

Owing to the novelty of the examinations, all credits were counted for graduation; and for admission to training school, all credits were counted provided the candidates made an average of 60 per cent. in English.

The general passing mark was 60 per cent. on subjects aggregating at least 1,200 credits, for graduation from a four years' high school course; and 60 per cent. on subjects aggregating 800 credits for graduation from a commercial or three-year course.

The standards at first proposed for graduation and for admission to training schools, will, it is hoped, be restored at subsequent examinations.

While agreeing with the general plan of holding uniform examinations as the best means of harmonizing and unifying the work of the several boroughs, some of our principals objected to the summoning of teachers from their regular work for the pur-

pose of marking answer-papers. At this time, it may be well to note that the weight of testimony of those teachers who did the marking is strongly in favor of the system adopted, on the ground that committee marking presupposes a thorough interchange of views relative to the best methods of instruction in the studies of the curriculum—a matter of vital importance in promoting uniformity of teaching.

In closing, permit me to express my deep appreciation of the work of the principals and teachers of the high schools of Greater New York. They have shown their good will and have spared neither time nor labor to promote the success of the examinations. Without their assistance and encouragement, we could not now congratulate ourselves upon the completion without accident or delay of the first uniform examination.

Respectfully submitted,

HENRY W. JAMESON,

District Superintendent.

## APPENDIX E

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### REPORT ON COMPULSORY EDUCATION

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## APPENDIX E

## REPORT ON COMPULSORY EDUCATION

NEW YORK, July 31, 1903.

MR. WILLIAM H. MAXWELL,

City Superintendent of Schools.

Dear Sir:

The following statistics indicate the work of the attendance department during the year ending July 31, 1903, as compared with that of the previous year:

	1902-3	1901-2
Number of attendance officers.....	59	55
Number of truant schools.....	2	2
Number of persons in parental relation to children arrested for violation of Section 4 of the Compulsory Education Law .....	295	58
(a) Fined .....	5	0
(b) Imprisoned .....	1	0
Number of cases investigated by attendance officers.....	106,732	113,613
Number of cases re-investigated by attendance officers...	12,082	22,287
Number of children found to be truants and returned to school .....	15,717	12,994
Number of children found to be non-attendants and placed in school.....	3,260	3,722
Number of children found to be truants and committed to institutions .....	120	99
Number of children found to be truants and committed to truant schools .....	405	536
Number of children found to be employed contrary to law and returned to school.....	454	670



In the totals of the cases investigated and the number of truants returned to school, some instances of truancy have been counted more than once. A pupil, after being returned to school, may again prove to be a truant, and the second or subsequent complaint is enumerated as a new case. In the next Annual Report will be given the number of different individuals found to be truants.

The returns for this year show commendable activity on the part of the attendance officers. The decrease in the number of cases investigated and cases re-investigated shows closer attention by the principals to the attendance of pupils. The increase in the number found to be truants shows that truants have been forced into school whereas formerly many such pupils had been allowed to elude the officers and to leave school without investigation. The decrease in the number of non-attendants placed in school is explained by the fact that increased accommodations have been provided, a condition most noticeable in Brooklyn. The number committed to the truant schools has decreased, a fact due to the efforts of the district superintendents through which truants have been kept under close observation and have been put on probation in day schools, often under new surroundings. The increased number placed in institutions is due to the operations of the Children's Court. The decrease in the number found employed contrary to law indicates a more careful enforcement of the statute. In short the statistics indicate steady improvement in the operation of the Compulsory Education Law.

The renewed activity of the officers under the direction of the district superintendents in bringing parents to Court for failure to keep their children at school is shown by the large increase of arrests, 295 as against 58 of the previous year. The complaint made in former years of failure on the part of City Magistrates to co-operate with the department is again emphasized by the fact that only five negligent parents have been fined. The most distressing situation in this respect is in the Borough of Queens where 185 parents were arrested and not one was fined. The reports of the officers for the year show also that in the Borough of Queens 1,840

of the cases of absences investigated were caused by the neglect of parents, a number in excess of all such cases in Manhattan and Brooklyn. In Richmond there were 1,592 cases of neglect found and 48 parents were arrested and one was fined. In Brooklyn only 11 arrests of parents were made and none was fined. This small number is accounted for by the refusal of some magistrates to issue warrants for arrest of parents.

In December, 1902, it was found necessary to reorganize the entire work of the department of attendance. Under the new plan the matter of school attendance was committed to the district superintendents. In Manhattan, The Bronx, and Brooklyn an officer was assigned to each district with one additional officer in Manhattan and two in Brooklyn to work in Italian sections. In Queens and Richmond, owing to the area of the districts, several officers were assigned to each district. The general supervision of the work and the oversight of the truant schools was assigned to me in addition to my duties as Associate Superintendent in charge of Division No. 2. Each attendance officer is responsible both to the district superintendent to whose office he is attached and to myself.

A comprehensive system, under the control of the district superintendents, embracing the whole subject of school attendance, has been evolved. The school district system is being perfected; every child living within the boundaries designated for a school on applying to the principal has been registered and admitted. Refusal to admit pupils has been prohibited, the district superintendent being required to find room in neighboring schools for any pupils in excess. At present, therefore, no pupil, whether a truant or non-attendant, can be refused admission to a school when brought there by an attendance officer; no principal can induce a parent to obtain a discharge or transfer for an undesirable pupil; and transfers from one school to another, except when a pupil has moved to a remote locality, are not allowed without the consent of the district superintendent. Consequently, no child can be suspended from school without a hearing by the district superintendent; no child can be discharged from a school without permission from the district super-

intendent until the principal has learned where the pupil has gone; and, in short, no pupil can be "shut out" or "put out" without the knowledge of the district superintendent. Thus the rigid enforcement of the Compulsory Education Law has brought to the surface more cases of truancy and incorrigible conduct than formerly, and has forced the solution of the problem instead of permitting the evasion of the responsibility resting upon the superintendents and the principals.

Incorrigible pupils and truants are tried, as in a children's court, by the District Superintendents whose reports are reviewed by the Associate City Superintendent on whose recommendation the commitments are made, as the law requires, by the City Superintendent. When, therefore, a parent refuses to give his written consent to a commitment the case is taken to the Children's Court proper. The district superintendent has power to warn parents and pupils and place delinquents on probation in their own or in another school and to oblige such children to report to him weekly with a satisfactory school record. The thoroughness of these investigations has kept the number of commitments down to a minimum. The superintendents and the principals are all aware that the facilities for confining truants are inadequate, and they have therefore employed all possible means of restricting the number of commitments and have practiced extreme leniency toward incorrigible pupils, even when strong measures should have been taken.

The present year has emphasized most forcibly the need of larger and more modern truant schools. Our present facilities for the care and instruction of incorrigible truants are limited to the New York Truant School with a capacity of sixty-four and the Brooklyn Truant School with a capacity of one hundred and twenty-five. The overflow has been accommodated in the New York Juvenile Asylum, the Catholic Protectory, and the Westchester Temporary Home at White Plains. The limited accommodations thus afforded are wholly inadequate; only the most persisting cases of truancy can be provided for. It has been found necessary to parole pupils committed to the truant schools after a short confinement in order to make room for new boys. As a result the effect of the truant schools

is lost in many instances. The parole of incorrigible truants should not be a necessity. The enactment of the new law which extends the term of commitment to two years has created a new condition which will greatly increase the number of boys in these schools.

The city needs, in addition to the New York Truant School, which will always be necessary for temporary detention of truants, a school that will accommodate more than one thousand boys. The Brooklyn Truant School cannot be enlarged sufficiently to afford adequate accommodations on account of the limited area of the grounds and because the building is unsuited to the requirements of the school.

During the year the truant schools have been well managed. Mr. Spurdle of the Brooklyn Truant School has completed his first year as principal. Many problems presented themselves and he has been diligent in creating a new system of management and in keeping the forces at his command in good working order. The building is being repaired and improved, and much attention is being given to the cultivation of the land and to the outdoor work of the boys. The methods of instruction need improvement, but the outlook for next year is promising. The Manhattan School has been under the care of the matron since December. In spite of many difficulties the management has been successful. I am anxious to have a man at the head of this school as soon as possible.

The lack of accommodations in these schools has greatly retarded the progress of reform of the pupils on account of the necessary parole of boys after a short detention. One hundred and ninety-one boys have been paroled; of this number, twenty-three violated parole and were returned, leaving one hundred and sixty-eight who did well in their schools under the close observation of the officers and the district superintendents. Boys who could not be trusted on parole on account of previous record of truancy were transferred to other institutions, as follows:

To Juvenile Asylum.....	23
To Protectors .....	47
To Westchester Temporary Home.....	27

I deprecate this system of transfer because it removes the pupils from our own control and responsibility and prevents us from accomplishing the reform in the boys which should be our concern. I see no way of improving the system, however, until the City provides an institution such as we have been advocating for many years.

Respectfully submitted,

CLARENCE E. MELENEY,

Associate City Superintendent.

APPENDIX F

REPORT ON TREATMENT OF DEFECTIVE CHILDREN  
IN GREAT BRITAIN



## APPENDIX F

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### REPORT ON TREATMENT OF DEFECTIVE CHILDREN IN GREAT BRITAIN

To the Committee on Elementary Schools,  
Department of Education,  
NEW YORK, October 15, 1903.

Gentlemen:

I have the honor to submit to you my report of the work done in Great Britain "in the matter of the educational treatment of defective, backward, and atypical children who may still be cared for educationally in the public schools."

When planning the work I was to do in Great Britain the following subjects seemed the most fruitful for investigation: first, the child himself, his physical and his mental status and the peculiarities, if any, of his development; second, the organization of the work with defectives as a part of the public school system; third, the methods used in educating backward, defective and atypical children. In this report I have considered the first two of these subjects. As my work in Great Britain was limited in time (the schools closed during the week of July 22, 1903), I



was obliged to make a choice. This involved no great effort. Methods we have in America. Method of work could be observed in our splendid training schools for the feeble-minded, which are unsurpassed in Great Britain. But large numbers of children who are not fit subjects for training schools, and yet are not quite normal, cannot be observed and studied in America. Then again, the organization of this work, with all the changes and improvements due to ten years' experience, might offer, it seemed to me, a good starting-point for the work in America. Of these two subjects I again made a choice, based as before on the question of relative values. The first, "the child, his physical and his mental status and the peculiarities of his development," seemed of the first importance.

My chief reason, then, for visiting Great Britain in the interests of public school education for mental defectives, was the need of seeing and studying a large body of children who, after an examination more or less scientific, were set apart as fit subjects for classes of special instruction. The recognition of this need was the direct result of actual work with defective children which covered a period of three years. My experience made me question seriously what particular kind of child could be educated only in a special class. The child must not be of too low mental power, for such a one properly belongs in an institution; he must not be the truant unless his truancy is due to some lack in his own make-up and not to poor teaching and unpleasant school surroundings. In the hope of being able to answer this question, as well as to better understand and thereby to minister more effectually to the needs of the defective child, I visited the well-known institutions and schools at Waverly and Boston, Mass.; Elwyn, Penn.; East Orange, N. J., and Rome and Syracuse, N. Y. Through the help of Mr. Burlingham, who was then President of the Board of Education, I was accorded the privileges of study and investigation at Randall's Island. The children in each place seemed to present examples of every possible variation from the normal type; but with the exception of perhaps a dozen cases scattered among the places named, it required no intimate knowledge of mental affections to recognize the morbid deviation from the normal child.

These visits, although not fruitful in the particular ways I had planned, were nevertheless invaluable; for they opened up lines of observation and investigation necessary in determining who shall and who shall not enter the special classes in public schools. But the inability to find in America the material out of which special classes were to be formed led me to the hope of seeing the work in London, where it has been carried on for ten years with more or less success.

Since it was the child and not the methods used in educating him which was of primary importance, His Majesty's Inspector of Special Schools in England and Wales gave me a list of Board Schools where he considered the children to be types of mental defectives. In the Hugh Myddleton Schools, the children came from one of the slum districts of London, and the mental defect probably arose from the poor physical environment, poor food, lack of care, and badly ventilated sleeping rooms. The St. Clements Road School, Nottingdale, London, had children from a neighborhood known as being the home, if home it may be called, of the criminal classes. These children, with an inheritance of crime and lawlessness coming through generation after generation, seemed to have no moral sense at all and were classified as moral imbeciles. The Bloomsbury Road Board School in Birmingham had the children of skilled workmen, children whose condition was supposed to be the result of illness or accident.

The Sandlebridge Homes in Manchester were used as custodial homes for the child who made no improvement in the special class. These homes at present may be taken advantage of by the parent of a defective child, but there is no compulsion about it. During the time the child is in the special class the teacher keeps the parent informed as to the progress made and when necessary tries in every way to show the parent why the child should be put into a home. This is all that can be done now. In all her efforts along this line the teacher has the influence of a rapidly growing body of intelligent people who see and appreciate that the very least of the good done by the special classes is the work of instruction and training, and that the ultimate aim of all special work with defect-

ives is and must be the sifting out of the lowest intellects and providing for them in custodial homes.

These special schools represent four of the twenty Board Schools I visited. and about two hundred and fifty of nearly a thousand children I looked at with some knowledge of their family history and general home environment, in the hope of being able to build up in my own mind some truths, more or less general, in regard to the physical condition, the relation between physical development and mental power, the degree of muscular control and the acuteness of the special senses in defective children.

After a careful consideration of all these children of varying degrees of mental power, the impressive fact was that in many if not in most cases it was not mental power alone that was lacking, but that there was a most positive and pronounced lack in the child's whole physical organism. In nearly every school were startling evidences of neurosis. Many children were suffering from St. Vitus's dance, infantile paralysis, epilepsy or meningitis, and the child tainted with tuberculosis or some other hereditary disease was always in evidence. As a whole the children were anemic.—children with thin arms and legs; pinched, old-looking, sad little faces; large unwieldly joints, which told of malnutrition early in life; children stunted, unkempt, and uncared for—these were the subjects of special school instruction. With all the evidences of sin and poverty and ignorance were other more or less pronounced physical marks of mental deficiency. The cranial and facial abnormalities, the malformed palate, the protruding, flaplike ears, the open mouth, the suggestion of drooling and the diseased, misshapen teeth, all told a truth to one whose experience allowed him to read and interpret.

The power of muscular control was of an elementary character. The shambling gait and the noisy, awkward movements of the children were noticeable. The thick, clumsy fingers could work only with big objects. Precise work, such as threading beads or sewing, could not be done without months of effort on the part of the child and months of patient training on the part of the teacher.

The effort I made to determine the acuteness of the special senses was not successful. In the first place, it would have required much more time than I had to give to determine to my satisfaction whether or not the special senses of the defective as a class are acute. In the second place, I should have had to know the individual experimented upon well enough to be able to determine whether the lack of response to stimuli was due to the condition of the special senses or rather due to the weak power of attention.

A poor physical condition was characteristic of every school and class visited. The other abnormalities and defects were noticeable in different individuals, one here, another there; but I was told that a large experience seemed to prove that the relation between physical deterioration and mental affection is pretty constant and, within limits, is to be depended upon.

#### ORGANIZATION

The work for defective children in Great Britain was begun in 1892. The London School Board was the first to take up the work on lines indicated by a school official who had, during a visit in Germany, observed the work done in the Helfsschule. The first step was to determine whether or not this work was demanded by the conditions existing in the Board Schools. Reports on the subject from the head teachers were of such a nature that a census was taken of all mentally deficient, backward and atypical children. This work seemed to prove that, owing to some cause or other, at least one child in every hundred in the elementary schools was not receiving proper benefit from the instruction offered. If this work was to be done, a teacher must be found to do it. A woman who had been eminently successful in her work with the children in the East End of London was chosen as the one most likely to succeed in a work that was recognized as one of peculiar difficulty. She was given several months in which to acquaint herself with work of the same kind in cities on the Continent; and she returned to London to organize the first class or center, as it was called, for the special instruction of mentally de-

fective children. From this small beginning the work has extended until last July in the Metropolitan District of London there were fifty centers, each having from one to five classes, with a total of 2,359 children under instruction. So noteworthy was the work that the provincial cities and towns sent visitors to investigate and to report with a view of establishing similar classes. In 1899 the national Board of Education investigated the subject of special classes, and placed before the Imperial Parliament, as an amendment to the Elementary School Law of 1870, a bill providing national recognition and help for certified schools for such children. This amendment became a law almost immediately, and the School Board for Manchester established two day schools for defective children. The same course was taken by school authorities in Birmingham, Bristol and Liverpool.

In order to be a certified school of special instruction and thus participate in the government grant, there are certain requirements to be fulfilled. The most important, or at least those which are peculiar to special schools, I have treated under the following headings—Buildings, Children, Records, Inspection, Subjects of Study, Teachers.

#### BUILDINGS

If the regular Board School occupies part of the building used as a special school, the children of the Board School must not under any pretext use the room set apart as a special school. The children of the two schools must not meet on the stairs, in assembly rooms, or in the playground. All playgrounds, lavatories, entrances, passages and offices used as part of a special school must be so constructed as to admit of easy supervision by the teacher. The child in the special school is under no condition or circumstance to be out of the teacher's sight during school hours even for a moment. When the premises are to be used by more than one class, a separate building is usually put on the school property for the use of the special school. This building must be so constructed that the required number of classrooms will be on the ground floor; and that,

extending the length of the building, there shall be a well lighted corridor that may be used as a place of assembling or as a drill-room during the work in gymnastics.

#### CHILDREN

The children who attend the centres of special instruction are selected from any school in a given district and are recruited in two different ways—by the Divisional Superintendent and by the class teacher. If a child is not in school because of some physical or mental defect, the Divisional Superintendent takes steps at once to secure to that child the benefits of the school system. Arrangements are made for the child to be examined by the school authorities having in charge the welfare of defective children; and, if he is certified as not being imbecile and not being merely dull and backward, and is, by reason of mental defect, incapable of receiving proper benefit from the instruction in an ordinary public elementary school, but not incapable by reason of such defect, of receiving benefit from instruction in a certified special class or school, he must attend school. If a teacher in an ordinary public school have in her class a pupil who seems not to be benefiting by the instruction given, she must determine, to the best of her ability, the reason for the child's condition. The child must in a special way become the object of close study. His habits, personal appearance, school record, disposition, moral nature and peculiarities must be taken as factors and a judgment rendered. After this has been done, the child's record is submitted to the clerk having supervision of special work for mentally defective children, and, if approved, is sent to the examining committee, the doctor and the supervisor of special schools, to serve as a basis for their more expert examination. If a teacher, by indifference, ignorance, or neglect of her work, fails to discover the defective child who might be in her class, she is obliged to justify her failure, if she can, to the regular school inspectors and to His Majesty's Inspector, who are constantly on the lookout for undiscovered cases of defect or deficiency in the regular Board School.

If, as sometimes happens, a child lives at a great distance from

the special class, and the parents hope on this ground to evade the School Attendance Act, the school authorities have the power to provide transportation on the street cars, and to send guides or conveyances in order that the child may with safety attend school.

As a rule, the children admitted to special classes must be over seven years old. In recognition of the slow development of mentally defective children, the period of compulsory school attendance extends to the sixteenth year, although the children in the ordinary Board School may leave when fourteen years old. During the period of compulsory school attendance, the law states: "The school or class must be open not to exceed two and one-half hours in the morning and two hours in the afternoon. An interval of at least one and one-half hours must be given between the morning and afternoon sessions. The minimum time of attendance is attendance on secular instruction for one and one-half hours—this does not include time spent in recreation or registration."

It was usually the case that boys and girls were found in the same class. The teachers were sure that no bad results came from having mixed classes, since the children were separated during play and gymnastic periods, and were never, for a moment even, left without a teacher to supervise and direct every effort that was made. In centres having more than one class the children were graded, after a fashion, on their ability to read. Size and age were lost sight of entirely, and in one room in the Shillington Road School, I saw a girl fourteen years old and a boy nearly sixteen doing work in phonics with little children eight and nine years old. In centres having work graded in this way it was possible for one teacher to instruct thirty children in the highest grade, *i. e.*, children reading in second readers and doing number work involving addition and subtraction. In the lower grades, a teacher might have twenty children, though I was convinced that individual help could not be given each child during any one period.

The work for these defective children in the schools was more comprehensive than school work usually is understood to be. In each of the school buildings recently erected was a bathroom, with

a tub as well as a shower bath. A woman was in attendance each morning to bathe such children as might need it. At the same time she taught them to bathe themselves.

The old way of sending a child home to be made clean was unsatisfactory because often the parent was not at home and the child, in many cases, did not know how to make himself clean and fasten his clothes. The teachers said the results of the instruction in bathing were evident not only in school but also in homes; for the mothers, ignorant and perhaps careless, had shown a pride in keeping the children neat and tidy.

As the baths made for a better physical condition and thereby for a better mental condition, so did the dinners and lunches which were given the children in some of the special classes, for the nominal price of two pence. In many schools a cup of milk and two crackers were given at nine o'clock to the children whose homes were known to be poorly provided. At other schools a cup of warmed milk was given at recess time to each child. At still other schools nothing but the midday meal was provided. This consisted of meat, potato, dessert, and all the bread and milk the children could eat. The child, whose feeble powers had been taxed to the fullest extent by the morning's work, not only was refreshed and brightened by the meal eaten, but also got a most valuable lesson, one which public schools so often neglect. Who can estimate the civilizing influence that was brought to bear on those children, who, in many cases, had never seen at home the table set for a meal, and never had become accustomed to the manner of eating which, in a large measure, differentiates men from beasts?

#### EXAMINATIONS

In order that the progress of each child in the special school might be watched, the law required the local school authorities to provide the means for medical inspection. In London a corps of doctors was employed for this purpose. It was the duty of the medical inspector to visit the schools in his district at least twice in each year. During these visits the doctor, with the help of the



supervisor of special schools, examined any candidate for admission to the particular class. If any child was to be discharged, the doctor was shown the records made concerning the child during his school life and the parent was advised as to the child's condition and tendencies. The doctor at this time examined also any child who, the teacher thought, was improving at a rate that warranted his return to the regular Board School or who, on the other hand, was not benefiting by the instruction given or was degenerating in a way that made his stay in the school a risk which ought not to be taken.

In addition to this very thorough method of examination by municipal authorities in school affairs, there was an inspector appointed by the national government whose duty it was to visit and pass judgment upon the work done and the methods of work with defective children.

In all the work of examining for admission or discharge which I saw conducted by the city authorities I was impressed by the fact that the work was impersonal. By this I mean the child was present with a certain record made by his class teacher; the examiners had no pressure brought to bear on them by a principal or teacher in order that a certain teacher might be relieved of a boy or girl who was merely troublesome.

#### RECORDS

The records made concerning a child who was a member of a special class were among the most important factors in determining his treatment by the teacher. If the child came from a regular Board School to the special class, the first record concerning him was one filled out by the teacher in the Board School. This gave the facts which proved to the Board School authorities that he was not being benefited by the instruction offered. These facts had to do with physical appearance, mental and moral development, habits, disposition, and any noticeable peculiarity. This record, after being reviewed and passed upon by the clerk in charge of special schools, was sent to the doctor who was to examine the child and by him was used as a basis for his further examination.

This record, made and signed by the class teacher, reviewed and judged by the clerk in charge of special work and proved and made a part of the permanent record by the doctor, helped very decidedly to prevent unloading troublesome boys who might not be fit subjects for the class.

The second record was that made by the medical examiner with the help and counsel of the supervisor of special schools. In this record was noted the child's general aspect and expression, his mental state, and the doctor's diagnosis. The consideration of the child's physical state was made under the following topics: general health and nutrition, form and size of the head, form of palate, form and poise of the hand extended, physical or nervous peculiarities. The mental state was determined after a consideration of the child's reaction-time and his educational attainments, taken in conjunction with his years and the time spent at school. The question, "Is the child ignorant or defective?" was always present.

When these records were made, the child was a member of the class; and the teacher aimed to follow the line of treatment indicated. In order to have some data upon which to base future examinations, the teacher at regularly stated intervals of three or six months was required to record under headings, such as language, number, manual training, habits, health, power of attention, memory, disposition and morals, the progress, if any, that had been made. This record was open to the inspection of the medical examiner and to His Majesty's Inspector of Special Schools, who recorded also, in a book kept for the purpose, whatever suggested itself concerning the child's development and treatment. With these records was kept a record called the family history book. This was just what the name implies—a history, so far as it could be secured, of the child's family, physical and mental characteristics, habits, of disease that appears hereditary, etc., etc. It was not the aim to complete this history at once, but rather that the teacher, by calling on the parents not once or twice but many times, should win their confidence and enlist their best efforts to bring the child to his highest development. This could be done only

when the whole truth was known to the parents and teacher and they worked for the common end. There was a variety of opinion about the desirability and the reliability of the matter put down in the family history book; but if at all well kept, it must furnish to some future student of "child development," data of very great value.

Specimens of the blank forms for the several reports mentioned above will be found at the end of this report.

#### SUBJECTS OF STUDY

The school day was divided into two sessions, morning and afternoon, with an intermission of at least one and a half hours at twelve o'clock. The program for each session was made by the supervisor of special schools and was the same for each school under her supervision. The class periods were as a rule thirty minutes long, though some were longer. The work in reading, writing, number, singing and poetry was given in the morning and the manual work, in the afternoon. The manual work, in addition to wood working, metal working, basket making, and other forms which have been attempted in our own special classes, included work in cooking, laundering, and housewifery. Both boys and girls attend these classes, though for purposes of instruction and in conformity with the law they attend in squads of not more than ten, the boys at one time and the girls at another. The work in each of these subjects is given with a view of making the children self-supporting. It had been the experience of those connected with the work that, after all was said and done, the problem of the special class is to make those children who do return to the community, able to earn a living. The work in laundering was given in a large, well-lighted room equipped with tubs, boilers, washboards, flatirons and ironing boards. The day I saw the work in the Tennyson School, Battersea, the girls were each laundering an undergarment brought from home for the purpose. The first part of the hour was taken in making plain the necessity for boiling that particular article of apparel. This opened up related lines of thought and my conviction was that the lesson was a most

profitable one. After this work in "theory," each girl went to a tub, prepared the water, provided herself with soap and washboard, and then began the actual work of washing. At four o'clock, when the period was ended, the room had been put in order, the apparatus used had been cleaned and put away, and hanging on the clotheshorse were ten clean, sweet-smelling garments, to be taken home, an example of the old saying, "actions speak louder than words." The work in cooking is given also in the same spirit. I saw a class of ten boys in the Edinboro' Road School preparing and boiling potatoes. As in the laundering class, the first part of the hour was given to the "theory" of the work. The teacher demonstrated the work she expected the boys to do; then each child was given two potatoes to prepare and cook. Here, as in the other class, the utensils used were put in first-class order, the knives were polished and washed, the pans were scoured with sand until they shone, the tables were washed and put in order and by this time the potatoes were cooked. White, flaky, and mealy they were in nearly every case, but the exception here proved the rule; one boy let his potato stand in the water after it was cooked and it was watersoaked and soggy. Did not this incident bring home to the little cooks, in a way that words never could, one of the points of the lesson? The most interesting work which I saw done was that in the housewifery class. In this class the girls had an object lesson before them of what can be done to make a few rooms attractive and of what must be done to make them clean. The girls in this class worked in four full-sized rooms—a sitting room, bedroom, dining room, and scullery kitchen. Each room was equipped with furniture such as might be owned by the poorest family if they were wise in spending their money. During the first part of the period given to this subject the girls were instructed in the elementary facts of "first aid to the injured"—how to stop bleeding, how to bandage a cut, and how to treat and bandage a burn. After this, each girl was given some part of the house to clean and put in order. One was sent to lay a fire in the kitchen stove; another was to set the table for supper; a third was to clean the lamps and polish the brass on the mantelpiece; another was to make the bed; a fifth was to wipe off the oilcloth; and so it went.

everybody doing work and solving problems in a way that is bound to make a difference in the present and in the future homes of the girls.

#### TEACHERS

The clerk having in charge the selection of teachers for the work with defective children tries to get women with a true professional spirit—teachers who have kept abreast of the time and who have a discriminating knowledge of the problems demanding consideration in the educational world. With this professional spirit it is expected that the teacher will have patience, sympathy, love, and unbounded energy and enthusiasm, in order that the children, often so neglected, unloved, and slow, may from daily contact with her become more human and perhaps workers in a world of workers. After the teacher who seems adapted to the work has been chosen, she reports to the supervisor of special schools, in whose care she is for at least six months. During this time the teacher, under the direction of the supervisor, carries on certain required reading; visits centers of instruction, and from observation and teaching under supervision learns the peculiar difficulties of this branch of school work. At the end of the period of formal training the teacher, if approved, is given charge of a center. Otherwise she is returned to the ordinary Board School with her record as a teacher not in the least affected.

Except as she is accountable to the supervisor of special schools, the teacher is, in her own classroom, the only authority. She keeps her own records and administers the affairs of her class in the way that seems best to her. She interviews the parents who think they have a grievance as well as those who are grateful for the good done an unfortunate child.

As some slight recognition of superior ability, the teacher of a special class receives a larger salary than the teacher in the regular schools. This additional compensation in the City of London amounts to ten pounds a year, which is equivalent to twelve and one-half per cent of the salary paid the teachers in the ordinary Board Schools.

The work of the teacher is under the direct supervision of a supervisor of special schools. The present supervisor in London has had the privilege of beginning the work and watching the gradual growth from a small to a big undertaking. In Birmingham, where hardly much more than a beginning has been made in the work for defective children, the supervisor, a woman, gives only a part of each day to the business of examining and supervising the work done.

#### SPIRIT SHOWN

When the work with defective children was begun, it met the opposition which any advance movement must meet and conquer. At first the public generally opposed the work, because universal education, which was never popular in Great Britain, was reaching down to the lowest stratum of society and endeavoring to do something which was not worth doing, *i. e.*, enriching lives that never could be other than a burden to society. The man with his own notion of crime and criminals protested that this education was only putting into the hands of embryo criminals sharper tools with which to ply their dark trades. The parents, too, were loud in their denunciation of the system which would point out and instruct in a special way and at great expense a poor, sickly child who, they said, would be all right if he were given time. Little did they realize that the special class was designed for the child who needed time.

In a measure this attitude has given way before the good work done and the results that can be shown. Men who employ labor do not hesitate to take boys from the special class. They know that the boy is allowed to work because he has proved himself fitted to enter the wage-earning community. The boy or girl on leaving the special class is under the supervision of a body of philanthropic men and women called the After Care Committee, who at the cost of great labor keep track of the child, and, in case of deterioration, take steps to secure for him proper care. In case of law-breaking, they acquaint the court with his personal history, so that the child, instead of being sent to a reformatory which cannot reform

what was never formed, may be sent to a training school or custodial home where he will be trained, if possible, and at least will be treated with care.

Among the teachers in the regular Board Schools opinion about this work varies according as the person has an intelligent sympathy with the children who have come for help and wise instruction.

#### COST OF INSTRUCTION

From different parts of the foregoing report it may be gathered that the number of children in a given class may not, except where the children are graded, exceed twenty; that each class must have a teacher; that each teacher of a special class receives ten pounds, the equivalent of twelve and one-half per cent more than is paid the regular Board School teacher; that each special class must be examined by the medical inspector at least every six months; that the school authorities may secure guides or conveyances for children who need them; that instruction in special branches, *i. e.*, cooking, laundering, housewifery, and woodworking, is provided for special school children at a younger age than in regular board school. From this it is evident that the education of an abnormal child must cost more than the education of the normal child. The cost in Birmingham, Manchester and London is stated to be respectively, about three, five and seven times that of the regular board school; but when we look at results from a humanitarian or an economic point of view, it is certain that the future will return the value of money expended.

#### CONCLUSION

When the slow progress and the complete change in kind of work are considered, the question arises whether or not the education of the mentally defective child is a legitimate part of public school work. That it is a legitimate part of public school work may, I think, be proved from two standpoints, that of the individual and that of society in general. To begin with, the defective child is in

the school whether we will or not. Every day he is there he is forming habits of indolence to which he is naturally disposed. If he is a "borderland" case, that is, just a shade or two from the normal, he soon becomes the catspaw for smarter boys. He follows with impunity the suggestions of others; assumes an attitude of rebellion against the school, and finally turns to his street companions. A career of truancy, leading no one knows whither, opens before him. In this way the very means organized and supported in the hope of making secure the foundations of national government have defeated the ends for which they exist, because the child was to fit into a ready-made system and no misfits were expected. It is the boast of Americans that every child has the opportunity of school education. But is it not true that many children, through no fault of their own, get nothing from this education we force upon them with truant officers and compulsory education laws? They need bread and we give them a book. They need to be shown how to live decently here and now and we tell them of life in lands far away and in days long gone. Not education, but the right education, should be our boast. Moreover, the child has a right to protection during the period of infancy. If this infancy extends over fifteen or twenty years, well and good; but if it exist for twenty or thirty years the need for protection is even greater. We should give such a child special care, special watchfulness. We should if possible make up to him what his affliction costs him; and if at length we can turn him out into the world a man in experience as well as in years, our debt to him will be cancelled.

Great as is the benefit to the individual, the greatest good of special classes must result to society in general. Reports from all parts of the world show that to-day there are more mental defectives than ever before in the world's history. Whatever may be the reason, it is ours to find the remedy. We are told that the only remedy lies in segregation. In this age and time, when personal liberty seems the end-all of law and government, it is not an easy thing to apply this remedy. There must be public opinion on this subject, and this, the special class will help to educate. A child who for a considerable length of time has been under close



observation and study in the atmosphere best suited to his needs, must develop if development is possible at all. If the child does develop, well and good; he is allowed to go with his parents. But suppose he does not improve in the special class. Then we should have a public opinion that demands the child's life to be spent in such a way that trouble be avoided. What if a few people do have their liberty restricted needlessly as a result of the demand of this kind of public opinion? What shall we weigh in the balance against the appalling amount of misery and crime which are the result of having people at liberty who steadily increase the ranks of paupers and criminals? If the child does not improve, the law should be brought to bear both to secure protection to the child, and also to secure to society protection not only from the "tragedies and monstrosities of degeneracy, but from its certain increase."

ELIZABETH E. FARRELL.

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## SPECIMENS OF BLANKS USED IN SCHOOLS FOR DEFECTIVE CHILDREN

Blank to be filled out by regular Board School authorities when a child is to be sent to a special school.

### SCHOOL BOARD FOR LONDON

#### SCHOOLS FOR SPECIAL INSTRUCTION

1. Name of child and address
2. Age
3. How long has the child attended
  - (a) this school?
  - (b) any other school?
4. What is the appearance of the child—stupid or bright?
5. Is the child: 1. Obedient; 2. Mischievous; 3. Spiteful?
6. Are the habits of the child correct and cleanly?
7. Are the propensities of the child peculiar or dangerous?

8. What is the mental capacity of the child?
    1. Observation
    2. Imitation
    3. Attention
    4. Memory
    5. Reading
    6. Writing
    7. Calculation
    8. Colour
    9. Special tastes
  9. Is the child affectionate or otherwise?
  10. Has the child any moral sense?
  11. Have you any other information bearing on the case?
- Signed  
School  
Department  
Date

Children under seven should not, as a rule, be nominated for admission to a centre for special instruction.

N. B.—In filling up this form avoid general terms such as “fair,” “moderate,” &c., and say in the simplest terms what a scholar can do.

—

Specimen page of “Family History and Progress Book” in use  
in the London School Board’s Centres for  
“Special Instruction”:

Admitted.....

#### TEACHER’S REPORT

1. Name of child in full Age
2. Address
3. How long has the child attended school?
4. Is the appearance of the child (a) stupid? (b) bright?

5. Is the child (a) obedient? (b) mischievous? (c) spiteful?
  6. Are the habits of the child correct and cleanly?
  7. Are the propensities of the child peculiar or dangerous?
  8. Is the child affectionate or otherwise?
  9. Has the child any moral sense?
  10. Have you any other information bearing on the case?
- Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

## FAMILY HISTORY, ETC.

1. What is the bodily and mental condition of the parents?
  2. Are they temperate or otherwise?
  3. Family History:—
  4. Has any near relative, dead or living, suffered from insanity, fits, gout, spitting of blood, consumption, scrofula, or any other hereditary disease?
  5. When was the mental deficiency of the child first observed?
  6. To what cause is this mental deficiency attributed?
  7. Is the child subject to epileptic or other fits?
  8. From what illnesses has the child suffered?
  9. Has the child received any special treatment? If so, where?
  10. Is the child improving or otherwise?
  11. When did the child commence to walk?
  12. When did the child commence to talk?
- Name and address of person giving the above information \_\_\_\_\_  
Date \_\_\_\_\_

## SUPERINTENDENT'S NOTES

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## MEDICAL REPORT UPON DEFECTIVE CHILD

Name (in full)

1. GENERAL ASPECT AND EXPRESSION

2. PHYSICAL STATE

General health and nutrition

Form and size of head

Form of palate

Form and pose of hand extended

Any physical or nervous peculiarities

3. MENTAL STATE

Response—slow or ready

Educational attainments

Reading

Calculation

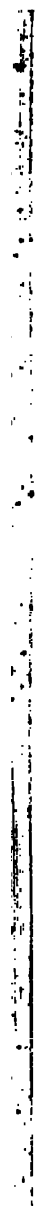
Writing

Manual

Peculiarities

4. DIAGNOSIS

Line of training indicated



## APPENDIX G

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REPORT OF COMMANDER G. C. HANUS, SUPERINTENDENT  
OF THE NAUTICAL SCHOOL



## APPENDIX G

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### REPORT OF COMMANDER G. C. HANUS, SUPERINTENDENT OF THE NAUTICAL SCHOOL

SCHOOLSHIP "ST. MARY'S."

October 31st, 1903.

Mr. WILLIAM H. MAXWELL,  
City Superintendent.

Sir:

I have the honor to submit the following report in reference to the work carried on in the Nautical School during the last year:

The Schoolship "St. Mary's" arrived in New York late, making her dock on November 2nd, 1902. The first class received their diplomas, and the members of the second class were sent home on leave.

All the naval officers were detached excepting Commander A. V. Wadhams, who was detached on December 1st, 1902, when I relieved him as Superintendent, having been appointed to that position by the Board of Education. I relieved him also as Commanding Officer, having been ordered to assume command of the ship by the Honorable Secretary of the Navy.



My predecessor being without officers had put off the opening of the winter term to December 9th, 1902. On that day the students reported and we began to select carefully the new members of the second class.

No competent assistants had yet been found to act as instructors. In this emergency I applied for a temporary instructor in mathematics who was secured through your assistance. The master-at-arms, a graduate of this school, was temporarily appointed as instructor of the first class in seamanship and navigation. The surgeon of the ship carried on the instruction in English. The leading boy petty officer of the first class was similarly appointed to instruct the second class in the same branches. Specially qualified instructors were obtained towards the end of December, 1902.

The present staff consists of:

Lieutenant Christopher Marsden, Executive Officer, formerly Chief Officer of the American Liner Philadelphia and Commander of the American Liner Kensington.

Lieutenant Charles E. Littlefield, Senior Instructor and Navigator, formerly commander of sailing ships, steamships, and yachts.

Ensign Frederic S. McMurray, a graduate of this school, Junior Instructor and Watch Officer, formerly a chief officer in the merchant service.

Keran O'Brien, M. D., Surgeon and Instructor.

During the winter the students pursued the course of studies prescribed by the by-laws. The boys taken on this year, however, were so far advanced in their studies, many of them being graduates of high schools, that we were enabled to make much more rapid progress in the professional branches.

The students in the school are divided into two classes, each of which in turn is divided into watches, and these again are subdivided into "parts of the ship" or divisions. Each division is presided over by a boy petty-officer. Each "part of the ship" during the winter term is relieved in rotation from studies and becomes a working party for the day. The working party is so arranged that each boy receives practical instruction under the sailmaker and boatswain. The boys are taught sailmaking, knotting, splicing, worming, parceling, serving, etc.

The school proper is conducted much as any other school, but in addition to the regular studies, the boys are constantly instructed in the duties of their profession.

I enclose copies of the "routine" in winter and while cruising. These explain themselves. I enclose also copies of the bills of fare.

In the evening during the winter term, the boys were given at least one illustrated stereopticon lecture each week. On other evenings they listened to lectures on professional branches by the officers, or prepared their lessons for the following day. The lectures by the Surgeon on "First Aid to the Injured," went far beyond the ordinary scope of such instruction, as these boys are likely to be captains of ships at sea, where medical assistance cannot be obtained. Singing lessons once a week were also given.

The Spring term ended April 1st. The boys were sent home for a short vacation. On their return they at once commenced rigging and preparing the ship for sea. The deck houses, used as wash houses and for studies and instruction, were removed, and, as soon as the weather permitted in the latter part of April, the ship proceeded to Glen Cove with ninety-eight students. The ship was then thoroughly cleaned and painted and sails were bent. The students were drilled constantly in loosing and making sail, counter-bracing the yards, furling sail, etc. They were all given practice in handling boats under oars and sail. The progress made in a short time was marvelous.

By the 19th of May, the boys had gained sufficient preliminary knowledge. We then got the ship under way and proceeded leisurely down the Sound, anchoring and getting under way frequently. We finally anchored in New London to take on board provisions, water, etc., for the voyage across the Atlantic.

On June 3rd, we sailed from New London for Queenstown. The students had always heretofore stood watch and watch at sea which means four hours on and four hours off. I changed this because young growing boys require more sleep, and because I wanted them fresh all day to benefit by the instruction they must receive. They were divided, therefore, into quarter watches at night from 8 P. M. to 8 A. M., which means that no boy had more than a four-hour watch at night, and every fourth night he stood no watch at all. This kept them in condition to pursue their studies.

The routine shows how the days were passed. Besides the forenoon and afternoon studies and the drills, each boy of the first class was required to hand in his finding of the position of the ship, both by dead reckoning and observation, each day while at sea. The routine shows that there were study hours in the forenoon and afternoon both, except on Wednesdays and Saturdays which were field days, when, after thoroughly cleaning the ship, the boys had an opportunity to mend their clothes. On Wednesdays, a thorough inspection of lockers under the personal supervision of the Executive Officer was held.

The personnel of the school this year was excellent.

It may not be amiss here to mention the rescue of one of the students of the school from drowning while at anchor in New London Harbor. R. E. Smith, a second classman, who could not swim a stroke, fell overboard after dark and was drowning when Frank Fitzgerald, also a second classman, jumped overboard. In the darkness he failed to locate the drowning boy immediately. John Brenner, a petty officer of the first class then jumped overboard and seized Smith. With the aid of Fitzgerald, he held him up until all three could be rescued.

During the winter term a woman jumped or fell from a 23rd Street Ferryboat and was rescued by the prompt action of the students. Under the charge of Weickum, a petty officer of the first class, they lowered a boat and rescued the woman, when she was about to sink for the last time. Nothing but the cool conduct and rapid action brought about by the discipline of the school could have saved the woman.

It is a matter of regret that many of the boys admitted to the school cannot swim. This should be remedied by providing such instruction during the winter term, as there is no opportunity to give it to any extent while the vessel is cruising. During the last summer cruise all the boys were compelled to go into the water. Those who could not swim were sent over with life-preservers and many learned to swim in this way.

The cruise on the whole was a very rough one, and at times the boys had to stand watch and watch to protect the ship, which interrupted the course of studies. For this reason also they were kept in quarter watches as much as possible.

The proportion of worthless students was small but even with the greatest care in their selection a few were admitted whose morals were such that they had to be dismissed. The great majority of the boys are a fine manly set of youths. Their conduct was such that it was favorably commented on in every port we visited.

The fact that travel enlarges and educates the mind was not lost to sight. All the boys were given an opportunity to visit Cork, Blarney and Killarney while the ship was at Queenstown. They were permitted to visit Paris and other cities, while at Cherbourg, and all but a few who had misbehaved were permitted to go on shore repeatedly at Madeira. This shore leave is always so arranged that only one-half of the boys is absent at one time. The remainder receives the usual practical instruction on board. They are never permitted to remain on shore over night except when this becomes necessary in visiting a distant city.

On the passage home, the boys of the first class acted as officers of the deck in turn from 8 A. M. to 8 P. M. The boys of the second class who had shown the most marked progress in their studies and conduct, and from whom the petty officers of the new first class would be selected, were in turn permitted to act as boatswain's mates during the same hours.

Whenever the weather permitted, the watch on deck listened to practical lectures during the forenoon, while the watch below had regular study hours as shown by the routine. In the afternoon the watch on deck received instruction in practical marlinspike seamanship, the watch below which had been the watch on deck in the forenoon, having the regular study hour below. At four o'clock a short drill, such as abandoning ship, fire-fighting, etc., was given. Although every hour of the day was occupied, sufficient time for recreation was given to keep the boys happy and physically sound. The health of the students in general was good although Doctor O'Brien had his hands full with the various cases, some of a serious nature. There were many instances of festered wounds which threatened systemic poisoning and one such case at least would have proved fatal had it not been for the skill and care exercised by this officer.

The ship made the passage from Funchal, Madeira, to New London, Connecticut, in twenty-eight days which is considered a good passage.

As a part of this run was in the trade winds and the weather was fine, we were enabled to carry on the established routine almost without interruption.

In the horse latitudes after leaving the trades, the ship encountered the usual squalls and variable winds. The boys were fortunate enough to see a waterspout under most favorable circumstances. This formed four or five miles away in plain view and rapidly approached the ship. The wind at the time was light and it was a question whether we could escape although we changed

our course. All the skylights and hatches were closed and were covered over with canvas. Fortunately for the ship the waterspout broke when about a quarter of a mile distant. All hands could see distinctly the commotion made by tons of water returning to the sea from above. All seamen of any experience have, of course, seen large numbers of these peculiar disturbances but it is rare that they are so fortunate as to see one so near at hand.

On the 5th of September, I became aware of the fact that a hurricane was passing directly across our track. It was the hurricane which we afterwards learned had done so much damage in the West Indies. This gave a fine opportunity to explain the action of these terrible whirlwinds to the students, a knowledge of the laws of storms being a part of their educational course.

It would be impossible to speak too highly of the zeal displayed by some of the students on the homeward cruise. All the members of the first class were compelled to hand in the ship's position as determined by star sights. To show the interest some of them took in this work, I will simply mention the fact that many of them turned out during their watch below and worked extra sights. A few worked up the ship's position by from ten to fourteen star sights which was not required but which aided them in their general standing because they were given credit for such extra work. In most cases the accuracy of their determination could not have been exceeded.

The ship returned to her dock at East 24th Street, on October 1st. The first class received their diplomas on October 6th, after which the students were given a vacation until November 2nd, when the winter term will begin.

It was very gratifying to find that positions on ships were offered to every graduate on the day of graduation.

So far as I can ascertain nearly the entire graduating class consisting of twenty-six members will follow the sea. Many of these

bright young men no doubt will find positions later on shore, but the training they have received on the St. Mary's will benefit them and the community in which they reside all their lives.

Very respectfully,

G. C. HANUS,  
Commander, U. S. Navy (Ret.), Commanding,  
Superintendent.

#### COURSE IN SEAMANSHIP

SCHOOLSHIP "ST. MARY'S," Oct. 31, 1903.

COMMANDER G. C. HANUS,  
Superintendent.

Sir:

In obedience to your instructions I have the honor to submit the following course in Seamanship:

##### Practical instruction in

- a. Knotting, splicing, hitches and bends.
- b. The lead of all running gear and its uses.
- c. Boxing the Compass.
- d. Names of all parts of a ship, hull, masts, and rigging.

##### Anchors and chains:

- a. Parts of anchor.
- b. Length of chains and how marked.

##### Sailmaking:

- a. Parts of sails and how to cut, sew and rope same.
- b. Setting, furling and reefing sail.
- c. Bending and unbending sail.
- d. Working ship under sail, tacking, wearing, etc.

Lashing and stropping blocks.

Turning in dead-eyes.

To worm, parcel and serve a rope.  
 Wire splicing.  
 Sending up masts and yards.  
 How to place and set up rigging.  
 Rigging shears and derricks.  
 The Rules of the Road.  
 Flags and signals.  
 Calculating the length of a knot.  
 Measuring lead and log line and marking same.  
 Practical heaving of log and lead.  
 Boat drill under oars and sail.  
 Lowering and hoisting of boats.  
 Steering by wind and by course.

**Lectures on:**

Tending ship at anchor.  
 Stowage of cargoes.  
 Bills of lading.  
 Charter Parties.  
 Freights and passages.  
 Saving life at sea.  
 Handling ships in heavy weather.  
 Watch officers' duties.  
 How to rig a jury rudder.  
 How to rig a sea anchor.

**Mathematics:**

- a. Arithmetic.
- b. Algebra, Geometry and Trigonometry.

Very respectfully,

C. MARSDEN,

Executive Officer, and Head of the Department  
 of Seamanship and Mathematics.

Approved,

G. C. HANUS,

Commander, U. S. Navy (Ret.), Superintendent.



## COURSE IN NAVIGATION

SCHOOLSHIP "ST. MARY'S, October 31, 1903.

COMMANDER G. C. HANUS,  
Superintendent.

Sir:

In obedience to your instructions I have the honor to submit the following course in Navigation:

Logarithms.

Plane sailing.

Traverse sailing.

Parallel sailing.

Mercator's sailing.

Middle latitude sailing.

The day's work.

Preliminary rules in nautical astronomy.

The civil day; the astronomical day.

To reduce civil time to astronomical time.

Longitude in arc.

Longitude in time.

Greenwich date.

Reduction of elements from nautical almanac.

Simple interpolation.

Interpolation by second differences.

To find the declination of the Sun at the time of its transit  
over a given meridian.

To find the polar distance of a celestial object.

To reduce equation of time to Greenwich date.

Correction of the observed altitude.

Latitude by meridian altitude of the sun.

Amplitudes:

- a. By Hydrographic Office Tables.
- b. By Burdwood Tables.
- c. By Davis Tables.

- d. By Bowditch Tables.
- e. By calculation by logarithms.

Finding the Time of High Water:

- a. By U. S. Coast and Geodetic Tables.
- b. By establishment of the port and Moon's transit.
- c. By tidal constants.

Finding chronometer rate.

On the use of Table 44, Bowditch.

To find the hour angle.

Longitude by chronometer.

Sumner's method.

The altitude azimuth.

The time azimuth.

Reduction to meridian:

- a. By Tables 26 and 27, Bowditch.
- b. By calculations by Logarithms, Method 1.
- c. By calculations by Logarithms, Method 2.
- d. By change of altitude near prime vertical, use restricted to high latitudes.

Latitude by a star.

Latitude by a planet.

Latitude by the Moon.

Longitude by a star.

Longitude by a planet.

Longitude by the Moon.

The use and adjustment of the sextant.

Longitude by equal altitudes.

Current sailing.

Great circle sailing.

Composite sailing.

Chart work, viz.:

- a. Ascertaining the ship's position by soundings.
- b. Ascertaining the ship's position by cross bearings.
- c. Ascertaining the ship's position by bow and beam bearings.

- d. Ascertaining the ship's position by three-arm protractor.
  - e. Ascertaining the ship's position by height of objects.
- Law of storms.

Very respectfully,

C. E. LITTLEFIELD,  
Navigator and Senior Instructor,  
Head of the Department of Navigation.

Approved,

G. C. HANUS,  
Commander, U. S. Navy (Ret.), Superintendent.

COURSES IN ENGLISH AND ELEMENTARY MEDICINE AND SURGERY

SCHOOLSHIP "ST. MARY'S," Nov. 6, 1903.

COMMANDER G. C. HANUS,  
Superintendent.

Sir:

I have the honor to submit the following syllabus of the lectures in English branches, and course of instruction in Elementary Medicine and Minor Surgery:

The English branches embrace the following subjects:

# 1. GRAMMAR

Phrases and sentences and their varieties, definitions and applications of all the parts of speech with their various modifiers; conjugation of the verb; parsing of sentences and analyzing them by means of diagrammatic representation; and rules of syntax, capitalization and punctuation.

## 2. POLITICAL GEOGRAPHY

The political geography of the world, with special reference to that of the United States and its territorial possessions.

## 3. UNITED STATES HISTORY

Beginning with the discovery and settlement of North America and ending with the establishment and development of the Union.

The course in Elementary Medicine and Surgery has been designed with the object in view of so training the cadets that they may be, in a great measure, enabled to prevent disease and to care for the sick and injured on vessels carrying no physician or surgeon. It has been arranged as follows:

### 1. SIGNS OF DISEASE

Taking of pulse, respiration and temperature; their relation to each other and the significance of departures from the normal; pain, its varieties and significance; subjective and objective symptoms and general medical and surgical principles with relation to the course and treatment of disease.

### 2. CONSTITUTIONAL DISEASES

Lectures on the commoner diseases of the cutaneous, muscular, nervous, vascular, gastro-intestinal and respiratory systems. Special attention is given to communicable and parasitic diseases and their prevention and treatment.

### 3. HUMAN ANATOMY AND PHYSIOLOGY

The framework of the body, the human skeleton, is explained divested of technicalities; the more important functions of the brain and nervous system are given; the circulation of the blood; the physiology of digestion, the functions of the liver, kidneys and skin explained and their inter-relation shown. Regional anatomy is treated when it is found desirable.

#### 4. HYGIENE AND PUBLIC HEALTH

Diseases produced by impure water; collection, removal and disposal of excretal and other refuse; air and ventilation; warming and lighting; foods and beverages; exercise and clothing; quarantine and vaccination as factors in the prevention of disease.

#### 5. SEXUAL HYGIENE

Diagnosis; preventative and actual treatment of genito-urinary diseases.

#### 6. FIRST AID TO THE INJURED

Special and repeated lectures and demonstrations on the restoration of the apparently drowned; artificial respiration; treatment of sunstroke, fainting, shock, burns and scalds, fits, choking, hemorrhage; fractures and dislocations, and compression and concussion of the brain; transportation, nursing and care of the sick and injured.

#### 7. BANDAGING AND MINOR SURGERY

Esmarch's triangular bandages; roller bandages; splints, their varieties and application; the tourniquet; the stomach pump; closure of wounds; incision of abscess; boil and carbuncle; application of surgical dressings; erysipelas; cellulitis and blood poisoning; anæsthetics; asepsis and antiseptics.

#### 8. TOXICOLOGY AND POISONING

The effects of alcohol and narcotics; the general treatment of poisoning; the antidotes for such poisons as are more commonly taken with suicidal intent.

Respectfully submitted,

KERAN O'BRIEN, M.D.,  
Head of Dept. of English Branches,  
Medicine and Surgery.

Approved,

G. C. HANUS,

Commander, U. S. Navy (Ret.), Superintendent.

## DAILY PROGRAMME

## DAILY WINTER ROUTINE

## A. M.

- 5:30 Call division which has scrubbing.
- 6:20 Call officer of the day, master at arms, boatswain's mates, bugler, hammock-stowers; and stop on clothes.
- 6:30 Call all hands; up all hammocks; air bedding, Wednesdays.
- 6:40 Haul over hammock cloths.
- 6:45 Locker formation; prepare for wash inspection.
- 7:10 Locker formation; turn in wash gear.
- 7:15 Mess gear; wash inspection.
- 7:30 Breakfast.
- 8:00 Turn to; sweep and clamp down both decks.
- 8:15 Mess gear inspection.
- 8:30 Sick and brightwork calls; pipe down scrubbed clothes; prepare ship for inspection.
- 8:45 Knock off bright work; locker formation; serve out articles in lucky bag and allow 25 minutes to prepare for inspection.
- 9:10 Working-top reports for duty; inspection and prayers; then setting-up drill on gundeck and, when weather permits, a brisk run on the pier.
- 9:25 Locker formation; draw books.
- 9:30 Study hours and recitation until 12:30.

## P. M.

- 12:30 Locker formation and read reports.
- 12:45 Mess gear; all hands except cooks on spardeck.
- 1:00 Dinner.
- 1:30 Turn to; sweep down decks and investigate reports.
- 1:45 Inspect mess gear.
- 1:55 Locker formation; draw books.
- 2:00 Study hours and recitation until 4:00.
- 4:00 Locker formation; setting up drill; on Wednesdays, pipe down aired bedding; lash; carry; stow.
- 4:45 Mess gear; all hands except cooks on spardeck.

- 5:00 Supper; publish seam list.
- 5:30 Turn to; sweep down both decks; pipe down scrubbed clothes; bring up smoking lamp.
- 5:45 Locker formation; scrubbing-top break out their dirt clothes.
- 5:55 Muster seam list (disciplinary).
- 6:50 Stop on scrubbed clothes.
- 7:00 Locker formation; draw books and study until 8:00.
- 8:00 Locker formation; turn in books.
- 8:45 Hammock formation.
- 8:55 First call; all hands turn into hammocks.
- 9:00 Tattoo; pipe down.
- 9:05 Taps.

#### DAILY ROUTINE AT SEA

##### A. M.

- 3:45 Call the watch (division).
- 4:00 Relieve the watch.
- 4:05 Coffee.
- 4:30 Turn to; lay up gear; scrub clothes.
- 5:15 Stop on clothes.
- 5:30 Wash down.
- 6:15 Wash deck gear out to dry; see all taut aloft.
- 7:00 Trice up hammock cloths; up all hammocks.
- 7:15 Mess gear, watch below.
- 7:30 Wash inspection; watch below go to breakfast.
- 7:45 Mess gear, watch on deck.
- 8:00 Report 8 o'clock; chronometers wound; relieve the watch breakfast.
- 8:30 Turn to; man bilge-pump; sick call; bright work.
- 9:00 Cooks stand by their gear.
- 9:10 Prepare for inspection; knock off all work.
- 9:30 Inspection and prayers.
- 10:30 Watch on deck, instruction in seamanship; watch below i navigation.
- 11:30 Retreat from study; call navigator; have all the first cla take observations for latitude.
- 11:45 Mess gear, watch below.

M.

- 12:00 Report 12 o'clock and latitude and also amount of fresh water remaining on board; watch below go to dinner.

P. M.

- 12:15 Mess gear, watch on deck.  
 12:30 Relieve the watch; go to dinner.  
 1:00 Turn to; scrub clothes.  
 1:30 Inspect mess gear.  
 2:30 Intruction in seamanship for watch on deck and navigation. for watch below.  
 3:30 Retreat from study; sweep down.  
 4:00 Relieve the watch; drill till 4:25.  
 5:05 Mess gear, watch below.  
 5:20 Watch below go to supper.  
 5:45 Mess gear, watch on deck.  
 6:00 Relieve the watch; go to supper.  
 6:30 Turn to, man bilge-pump, get up coal for galley.  
 8:00 Report 8 o'clock; water in bilge; relieve the watch.  
 11:45 Call the watch (division).  
 12:00 Relieve the watch, Midnight.

## DAILY PORT ROUTINE

A. M.

- 12:50 Call second anchor watch.  
 1:00 Relieve anchor watch.  
 4:45 Call master-at-arms, boatswain's mates, bugler and hammock-stowers.  
 5:00 All hands; up all hammocks; serve coffee.  
 5:30 Turn to; scrub clothes until 6:30; wash down spardeck and clamp down gun-deck; clean ladders; swab all paint work; clean hatch-combings, and clear ship for inspection.  
 7:00 Call all six-bell hammocks; man bilge-pump.  
 7:15 Knock off all work; prepare for wash inspection; swimming, if convenient.  
 7:45 Spread mess gear; see chronometers wound; wash inspection.



- 7:55 Sound first call; prepare to send up and square royal yards; running boat's crew stand by to lower their boat.
- 8:00 Report 8 o'clock; chronometers wound; sound off, cross royal yards; lower running boat; and pipe to breakfast.
- 8:30 Sick call; turn all hands to; sweep down both decks; clean all brass and bright work; and clean out head.
- 9:00 Knock off all work and shift for inspection.
- 9:30 Inspection and prayers; serve out articles in lucky bag; read reports.
- 10:00 Drill or instruction.
- 11:45 Spread mess gear.
- M.**
- 12:00 Pipe to dinner.
- P. M.**
- 1:00 Turn to; sweep down both decks.
- 1:30 Drill or instruction; on Wednesdays, locker inspection.
- 3:30 Pipe down; all scrub and wash clothes.
- 4:00 Swimming, if convenient.
- 5:15 Spread mess gear.
- 5:30 Pipe to supper.
- 6:00 Turn all hands to; sweep down both decks and clear ship for the night; five minutes before sunset, sound first call and prepare to send down royal yards.
- 7:30 Instruction.
- 8:00 Muster anchor watch.
- 8:45 Send lights below and stand by hammocks.
- 8:55 First call.
- 9:00 Tattoo; all hands turn in.
- 9:05 Taps.

## WEEKLY PORT ROUTINE

- Tuesday Air bedding; lash and stow after inspection.
- Wednesday Field day; scrub and wash clothes till 6:45; then scrub spar and gun decks with sand; scrub bright paint-work, oars, canvas, etc.; no afternoon liberty; clean out lockers; mend and overhaul clothing.

**Saturday**      Field day; scrub and wash clothes till 6:15 and then follow same cleaning routine as Wednesday; all hands take a strip wash.

1:00 Muster liberty party.

5:30 Send boat after liberty party.

5:40 Spread mess gear.

6:00 Supper.

Usual night routine.

**Sunday**      6:00 Call all hands.

6:12 Turn all hands to; flemish down all gear; and prepare ship for inspection.

8:00 Colors, etc.

8:30 Turn to; bright work.

9:00 Knock off all work; locker formation; shift for inspection.

9:30 Muster all hands; inspection of crew and ship by Commanding Officer.

10:00 Muster liberty party (Church).

12:30 Send boat for liberty party.

12:40 Spread mess gear.

1:00 Pipe to dinner.

2:00 Muster liberty party.

5:30 Send boat for liberty party.

5:40 Spread mess gear.

6:00 Pipe to supper; usual night routine.

#### MONTHLY PORT ROUTINE

Friday before first Saturday, serve out clean hammocks at 3:00

P. M.

First Saturday, scrub hammocks.

Second Saturday, scrub blankets.

Third Saturday, scrub mattress covers.

Fourth Saturday, scrub boat awnings, windsails, etc.

Send down royal yards at sunset except on Wednesdays, Saturdays and Sundays, or when otherwise ordered.

## SCRUBBING AND BATHING

During the time indicated only those designated are permitted to enter the wash house, except by permission of the Captain of the top scrubbing.

	5:30 to 6:30 A. M.	6:00 to 7:00 P. M.
Monday		Foretopmen.
Tuesday	Forecastlemen.	Maintopmen.
Wednesday	Foretopmen.	Mizzentopmen.
Thursday	Maintopmen.	Forecastlemen.
Friday	Mizzentopmen.	

The following is the order in which the different tops are to report to the sailmaker or boatswain for instruction in sailmaking and seamanship; one watch of the working top to report to the boatswain and the other to the sailmaker, alternating every week; the working tops to bathe and scrub between 5:45 and 6:45 each day:

Monday		Foretopmen.
Tuesday	Foretopmen.	Maintopmen.
Wednesday	Forecastlemen.	Mizzentopmen.
Thursday	Maintopmen.	Forecastlemen.
Friday	Mizzentopmen.	

## BILLS OF FARE

Port Bill of Fare at New York City, Glen Cove and New London

Sunday	B.	Crushed oats, fresh milk, coffee, sugar molasses.*
"	D.	Fresh roast beef, mashed potatoes, turnips.
"	S.	Stewed prunes, fresh milk, tea, sugar.
Monday	B.	Hominy, fresh milk, coffee, sugar, molasses.
"	D.	Corned beef and cabbage, potatoes, molasses, vinegar.
"	S.	Stewed apricots, fresh milk, tea.
Tuesday	B.	Meat hash, fresh milk, coffee, sugar.
"	D.	Fresh roast mutton, potatoes, turnips.
"	S.	Cold corned beef, lyonaised potatoes, fresh milk, tea.

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\*Bread and butter are served at each meal.

Wednesday	B.	Liver and bacon, potatoes, onions, fresh milk, coffee, sugar.
"	D.	Corned pork and beans, molasses.
"	S.	Baked macaroni and cheese, tea, fresh milk.
Thursday	B.	Fried sausage, potatoes, fresh milk, coffee, sugar.
"	D.	Vegetable soup, potatoes, soup beef.
"	S.	Cold corned beef, lyonaised potatoes, tea, molasses.
Friday	B.	Breakfast food, fresh milk, coffee, sugar.
"	D.	Fish or clams, potatoes, pies.
"	S.	Stewed prunes or eggs, tea.
Saturday	B.	Fried beefsteak, onions, potatoes, fresh milk.
"	D.	Beef stew, coffee, sugar, molasses.
"	S.	Stewed apples, fresh milk, tea.

## SEA BILL OF FARE

Sunday	B.	Crushed oats, milk, sugar, coffee, molasses.*
"	D.	Canned roast beef, canned peas, potatoes.
"	S.	Canned salmon or sardines, corn bread, tea, sugar, molasses.
Monday	B.	Breakfast food, coffee, sugar, molasses.
"	D.	Pea soup, potatoes, salt beef.
"	S.	Stewed apricots or peaches, tea, sugar, milk, molasses.
Tuesday	B.	Meat hash, coffee, sugar, molasses, milk.
"	D.	Bean soup, salt pork, potatoes.
"	S.	Cold corned beef, tea, milk, molasses.
Wednesday	B.	Crushed oats, milk, coffee, sugar.
"	D.	Canned roast beef, canned succotash, potatoes.
"	S.	Boiled rice and raisins, tea, sugar, milk, molasses.
Thursday	B.	Meat hash, coffee, sugar, molasses, milk.
"	D.	Salt beef, potatoes, rice, molasses.
"	S.	Stewed prunes, tea, milk, molasses, corn bread.

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\*Biscuits and butter are served at each meal.

Friday	B. Hominy, milk, coffee, sugar, molasses.
"	D. Duff, baked beans, salt pork.
"	S. Stewed apples, tea, sugar, milk, molasses.
Saturday	B. Canned baked beans, cocoa, salt pork, coffee molasses, sugar.
"	D. Canned roast mutton, canned peas or succotash potatoes.
"	S. Macaroni and cheese, tea, sugar, milk, molasses.

## PORT BILL OF FARE ON FOREIGN CRUISE

Sunday	B. Crushed oats, fresh milk, coffee, sugar.*
"	D. Fresh roast beef, potatoes.
"	S. Stewed prunes, tea, milk, sugar.
Monday	B. Hominy, fresh milk, coffee, sugar, molasses.
"	D. Corned beef and cabbage, potatoes, soup and vinegar.
"	S. Stewed apricots, tea, sugar, milk.
Tuesday	B. Meat hash, fresh milk, coffee, sugar, molasses.
"	D. Vegetable soup, potatoes, soup beef.
"	S. Cold corned beef, tea, milk, sugar.
Wednesday	B. Crushed oats, fresh milk, coffee, sugar.
"	D. Pork and beans, molasses, vinegar.
"	S. Boiled rice and raisins, tea, sugar, milk.
Thursday	B. Meat hash, fresh milk, coffee, sugar.
"	D. Fresh roast beef, potatoes.
"	S. Cold corned beef, tea, milk, sugar.
Friday	B. Breakfast food, fresh milk, coffee, sugar.
"	D. Vegetable soup, potatoes, soup beef.
"	S. Stewed peaches, tea, sugar, milk.
Saturday	B. Beefsteak, onions, potatoes, coffee, sugar.
"	D. Beef stew, coffee.
"	S. Stewed apples, tea, sugar, milk.

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\*Bread and butter are served at each meal.

## APPENDIX H

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### REPORTS ON SPECIAL BRANCHES

#### MANUAL TRAINING

#### MUSIC

#### PHYSICAL TRAINING



## APPENDIX H

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### REPORTS ON SPECIAL BRANCHES

#### MANUAL TRAINING

#### MUSIC

#### PHYSICAL TRAINING

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### REPORT ON MANUAL TRAINING

New York, Dec. 29, 1903.

MR. WILLIAM H. MAXWELL,  
City Superintendent of Schools.

Dear Sir:

I have the honor to submit the following report of the Department of Drawing and Constructive Work for the year ending July 31, 1903.

The Department of Drawing and Constructive Work is under the supervision of three directors, one for the Borough of Brooklyn, one for Richmond and Queens and one for Manhattan and The Bronx. These three directors are assisted by a number of special teachers, one of whom is assigned to each of the forty-six school districts of the city.

The school workshops are also under the direction of the department. Thirty-six shops are now in operation in Manhattan and



The Bronx, while six in Brooklyn, four in Manhattan and two in Richmond are being prepared for immediate occupation.

The subjects of Drawing and Construction are presented in the curriculum with recognition of their two-fold developmental value. On the one hand they serve to cultivate accurate observation, individuality in planning, and a love of beauty of form, of color and design; on the other, they are studies which permit expression by the child of primitive instincts to tell, to build and to decorate, which permit him to be brought up along the lines of his natural growth, which cause him "to become conscious of his powers through the variety of uses to which he can put them, and thus become aware of their social values."

The general aim of the department has been to promote knowledge of this two-fold function, that the arts seen as necessary elements in the training of the child, might be admitted not as special subjects, but as essentials in the course of study. The special aim has been to give to the class teacher, through plan, lesson and class-room visit, technical skill which will enable her to devise and execute original problems, together with a knowledge of what constitutes a proper standard of excellence in work performed by her pupils.

The advance along both lines has been very appreciable. It is evidenced by a widespread effort on the part of class teachers to relate their drawing, construction and design to classroom needs and to the child's interests in the school and home, and by a genuine advance which has taken place in the honesty and thoroughness of the teaching and in the originality and individuality developed in the different branches.

The general progress during the year has been aided by the addition of several teachers to the corps of special instructors. This has made possible the assignment of one of these assistants to each of the school districts throughout the city. The number of grade teachers previously supervised by each special instructor was far too large, while the schools to be visited were widely separated. The

effect of the reassignment has been to reduce the number of grade teachers to be assisted by such special teacher and to bring the latter into contact with the schools of a limited area. This has made possible closer relations between special teachers, class teachers and district superintendents, and has led through district conferences and classes to more unified and systematic instruction throughout the city.

The large increase in the number of grammar schools having departmental work in the last two school years has also served to advance the interests of the arts. During the past year over seventy grade teachers have been assigned to departmental work in drawing in the Borough of Manhattan alone. For the most part these teachers have been chosen because of their liking and aptitude for the work, and for the most part they have labored diligently to improve their knowledge and their skill. The responsibility for the drawing and construction in these schools has thus been largely placed in the hands of those who could devote their entire time to its study and teaching. Higher standards and more thorough instruction have, in a majority of cases, resulted, while the future points to still a greater development of the work through the better technical training of these teachers.

Another agent making for unification has been the revision of the course of study and the making of a syllabus in **Drawing and Construction** for the schools of all boroughs. Wisdom dictated that the course of study itself should be only an outline indicating the main lines along which growth should take place from grade to grade.

In the development of the course it was borne in mind that the different subjects must be presented as a co-ordinate whole, not as a series of unrelated exercises in drawing, construction or design. It was important besides that they should appear as a means not to a special but to a general education—one seeking to cultivate an æsthetic sense as well as a manual dexterity.

It was seen that the term **Manual Training**, previously used in

connection with certain features of the course, had so long been identified with formal shop practice that it could not be divorced from such interpretation and that the generic terms of "drawing" covering all fields of representation and design, and "constructive work" embracing all forms of making, would better serve as captions under which to develop the new outline. Accordingly the course was formulated as one in "Drawing and Constructive Work."

Under this title it was aimed closely to relate the different manual branches that all exercises might take their rise in common causes related to the child's interests, needs and surroundings. The general arrangement of the outline was conditioned by this aim. Opportunity for abundant illustrative drawing was presented throughout the elementary grades that the child might use such drawing in connection with his language work as a means of expression. Instruction in object drawing and in "making" was also early offered that the child might acquire the power to make visual judgments and to handle simple tools with dexterity. The cultivation of the æsthetic sense was provided for in the required study of pictures, in the use of color and in the study of composition and design.

Each of the subjects referred to was systematically developed through the eight years of the course, the "making" taking the form of whittling in the latter half of the sixth year, and of shop work (cooking, for girls) in schools equipped with workshops in the seventh and eighth years.

In the syllabus, written further to elucidate the course, it was the purpose to offer in the case of each subject a definite though brief statement as to the media and materials to be used, and the aim and methods to be followed.

Particular emphasis was laid upon the fact that the exercises should as far as possible, be suggested by class-room necessities, that the child might learn to make immediate constructive response to needs which arise without the school walls. Every element was emphasized which it was thought would give opportunity for personal initiative. No lessons were offered for dictation, nor was the

work of any grade colored by a desire to secure at the expense of individual effort, mechanical perfection in weaving, folding or joinery.

Throughout the course the work in design was related to that in construction, instead of appearing as a subject separated and isolated. A knowledge of design—that is, of what goes to make for beauty of form and arrangement—should be knowledge for use. It, therefore, was introduced only in its practical form, with definite teaching of the principles of balance, rhythm and harmony as they appear in the development of simple decorative motives for application to constructed forms. The mechanical drawing of the higher grammar grades was made to turn upon the same common center of interest. No abstract exercise was suggested, but each lesson was arranged to give additional power to plan for some definite purpose. Under this arrangement the child plans those things which he is subsequently to make, and designs those decorations which he is subsequently to apply. Each operation then appeals to him as one working toward a common end, which he understands and recognizes as good.

The practical value of the plan outlined has already received severe tests at the hands of a large number of teachers. It has abundantly justified its extension throughout the entire city, having served wherever employed to heighten the interest in the arts and to secure from both teacher and pupil work more original and individual than that before obtained.

Among other elements which mark the progress made during the year, may be noted a still wider interest taken in school-room decoration. Lectures on this subject given throughout the term have been well attended, and in a number of schools the directors have been called in to superintend the decoration of halls and classrooms. It would seem desirable and proper that all proposed schemes of decoration should be referred to the respective directors in the different boroughs.

Under the direction of the teachers of shop work a number of

school clubs have been organized for the development of the minor crafts. These voluntary associations have afforded an opportunity to many pupils to gain experience in forms of construction not included in the curriculum. They have served also to promote the interests of the arts in the home. In every way possible this interest has been stimulated. In passing from the school into the home the arts help to bridge the gap between the two. The arts in the home become more clearly identified with the life of the child and thus serve to link the school life with the family life. The class-room, then, stands for no drill-room, but for a place wherein desired knowledge of plan and process is to be gained.

Local exhibitions at mothers' meetings have aided to raise the standards of the arts by bringing to the eyes of many teachers the successful work of their associates, and have also served to make plain to visiting parents the nature and purpose of the drawing and constructive work. In these exhibitions special emphasis has been placed upon the necessity of showing no exercise save one taken directly from a class-room in which it had been completed in the regular course of work. The growing number of these meetings and exhibitions indicates that, in the future, they will form an important element in the education of the public to the value, scope and adaptability of the arts taught in school.

As a summary of the work of the year it may be noted that:

1. All vacancies in the special corps have been filled, the number of grade teachers to be assisted by each drawing teacher has been reduced, and the corps of special teachers reassigned, one to each school district.
2. One additional workshop has been opened, and twelve other shops are being equipped in the Borough of Manhattan and in the other boroughs of the city.
3. Improvement has been made in the technical excellence of the work in drawing and construction. The illustrative and the object drawing have been freer and of better quality, the work in

design simpler, better understood and more harmonious in coloring. Much original work of merit has been done in construction.

4. The course of study has been thoroughly revised and a syllabus has been written which relates the arts to one another and to the other studies of the curriculum. The syllabus especially emphasizes the necessity of individual work on the part of teacher and pupil. For the first time the introduction of advanced phases of constructive work (including shop-work) throughout the city is provided for. In operation the course and syllabus will serve to unify the work of the different directors.

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Further advance will be made in the near future through the organization of additional work shops and the systematic training of the departmental teachers assigned to drawing.

It should be noted in connection with the development of the department that facilities do not exist as yet for the schooling of those graduates of the public schools who are anxious to perfect themselves in industrial pursuits.

There is not at the present time, in the evening schools, a single class in the very important subject of design, and, save the classes in mechanical drawing and ship draughting, there is little instruction given in the principles underlying the more important trades. Evening technical and industrial classes have been successfully established in the public schools of other cities, and it is recommended that steps be taken to offer similar instruction in our own evening schools.

There should also be provided suitable instruction for those boys who graduate from the elementary schools with no wish to enter the regular high schools, but with a strong desire to prepare themselves for work as mechanics or artisans. The first and second year courses of the classical, commercial and scientific high schools do

not attract these boys nor do they seek the type of instruction offered by the Mechanic Arts or Manual Training High School. Many of them are capable of a high degree of motor training, but are at a disadvantage when placed in competition with their fellows of more varied mental equipment. Their interests lie along the lines of those industries which call for skilled labor. A large number of them would be willing to remain in school for two additional years if direct and practical manual work could be offered them in connection with appropriate instruction in English and mathematics. To retain them in school is believed to be of very high importance. Their sisters have already been provided for in a Technical High School offering a two years' course of the nature described. The establishment of a similar school for boys is strongly recommended, and this without deprecating in the least the organization of other Manual Training High Schools, which, as preparatory training grounds for the technician, the architect, the civil or mechanical engineer, are of the highest importance and much to be desired.

Respectfully submitted,

JAMES P. HANEY,  
Director of Manual Training,  
Manhattan and The Bronx.

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## REPORT ON MUSIC

To Mr. WILLIAM H. MAXWELL,

City Superintendent of Schools.

The past year has shown, on the whole, many encouraging results in the work of music, in spite of the extension of the course from seven to eight years, which made necessary a rearrangement of the instruction in this branch.

While this condition at first offered many difficulties both to the special and class teachers, inasmuch as the pupils were not evenly prepared for the work of the grade, they have been overcome to a great extent, and it is expected that, during the coming year, regular and systematic progress will be maintained.

The new course of study has so far fully justified its adoption. In addition to the regular work in song-singing, sight-singing and voice culture which has formed a part of the old course of study, the new elements recently introduced prove to be very helpful both to teachers and pupils. Especially the new ear-training exercises and the writing of musical phrases and melodies from hearing are producing excellent results. They encourage individual effort on the part of the pupils, a feature which is difficult to secure in music in large classes, the tendency always being for the many to follow the leadership of a few.

The principals and class teachers deserve great credit for the willingness and zeal with which they have co-operated with the special teachers of music in overcoming the difficulties in introducing a new course of study simultaneously with the re-grading of nearly all the pupils. The fruits of their labors will appear during the more settled conditions to be expected during the coming year.

The music at assembly has shown splendid improvement in many schools, especially in those in which the pupils sing their songs from notes, instead of by rote. But the problem of supplying competent musicians as leaders of the assembly singing is still a difficult and



troublesome one, inasmuch as many teachers who are best qualified to do this work do not voluntarily offer their services.

As the work requires special talent, special training, additional labor in and out of school, and is a considerable strain on the nervous system, it seems but just that some special inducement should be offered to those who are well qualified to do this work. The good effect upon the schools, not only in music, but in every respect, would well warrant a reasonable outlay.

A noticeable improvement throughout the schools, even to the casual observer, is the increased sweetness and musical quality of the singing. While there is still much room for betterment owing to the fact that teachers are not equally well equipped to secure the best results, all are working constantly towards the same end. In the improvement of the speaking voice much has still to be accomplished, and it is hoped that uniform and concerted efforts toward this end may be adopted soon.

Through the courtesy of the directors of the Oratorio Society of New York, all the teachers of assembly, principals and many class teachers, besides several hundred pupils of the Training School for Teachers and of the Normal College, have attended performances of the oratorios, "St. Paul" and "The Dream of Gerontius."

This is a step which cannot but be beneficial to our schools, as the influence of the music of the great masters is in the highest degree uplifting, stimulating and refining; and every teacher—constantly giving out, as he does, from his own spiritual and mental resources—needs such a stimulus from the outside.

If to this could be added regular monthly recitals of good songs and instrumental pieces in the grammar schools, the pupils taking part both as performers and as listeners, this refining and stimulating influence could be given to many thousands of our future citizens. It may be that, just as the walls of our schoolrooms are being decorated with good pictures, through the liberality of public-spirited citizens, such recitals can be arranged in our schools, as soon as principals express a desire to introduce them.

FRANK DAMROSCH,  
Director of Music,  
Manhattan and The Bronx.

## REPORT ON PHYSICAL TRAINING.

To Mr. WILLIAM H. MAXWELL,

City Superintendent of Schools:

In taking up the work of Director of Physical Training on February 1st, 1903, the general policy was adopted of improving and extending over the entire city good work already firmly established and efficiently administered in the system, rather than to make a complete change in the work to be given throughout the grades. This work has been revised in order to adapt it more perfectly to the needs of the grades, and to its wider use throughout the city. Where existing work was inadequate even though revised, new work has been prepared.

The general aim of the work is to correct the postural and other results that come from long sitting at a desk even under favorable conditions. The work demands increasing muscular power, endurance and skill as it progresses throughout the grades.

## PRINCIPLES OF THE WORK

The principles upon which the work has been constructed may be considered under the head of (1) Aims and (2) General Character.

I. *Aims*.—One of greatest dangers to city children is that they may not grow up with strong vitality, with great organic vigor. There seems to be less danger of their growing up without mental power than of their growing up without power of health. The first aim of school gymnastics should be to secure and maintain health. The two chief agencies are, as far as related to physical training, (1) vigorous exercise of the large groups of muscles which thus affect circulation, respiration and digestion; and, (2) exercises which secure correct posture. Health must be maintained as the primary basis and constant object in physical training.

School education makes it necessary that a large fraction of serious work shall be done by each pupil. This work is done most

effectively, and the total result to the individual is better, when short periods of pure recreation occur between the periods for work.

An important fraction of the total result from physical training is secured through the education of those parts of the character, mind and nervous system concerned in physical movement, e. g., quick and accurate response of muscle to mind, capacity for rapid co-ordination, concentration of mind, alertness.

The muscular exercise needed by the child is to be considered under two headings, Gymnastics and Play. Neither part is to be regarded as carrying the full burden for physical training of the individual. Both parts should emphasize organic vigor.

*School gymnastics* should emphasize the general organic functions of the body, and should have a definite and positive relation to the posture of the body. Recreation, and training of the nervous system (except in corrective work) should be subordinated to these two ends.

*Play* should be depended upon for the educational aspects of sense perception and complex co-ordination, and also for recreation.

II. *General Character.*—Because school life brings such strain upon the power of voluntary attention, because of the limited time available for physical training, as well as because the primary need of the city child is for organic vigor, the work given should demand a minimum of voluntary attention, compatible with vigor and accuracy of execution. This is merely to restate the fact that educational ends are to be regarded as of secondary importance to those of organic vigor in the school fraction of the daily exercise. Corrective work, however, should be given voluntary attention.

Excepting for corrective purposes, the character of the neuromuscular co-ordinations should be such as have, in the main, been demanded by man's activities during the ages in which the body and nervous system were being developed.

Physiological units are thus to be utilized as contrasted with anatomical units. This does not apply to corrective work.

It is desirable to have psychic associations with muscular movements. These associations should be of a character analogous to those originally belonging to the movement involved. In so far as the exercise can be made to have an objective aim it should be done.

In all corrective work the effective part of the exercise should consist of a strong concentric contraction.

The general progression in the grades should be in respect to muscular effort, complexity, power of heart and lungs. The amount of emphasis given to any of these elements should depend on the needs of the class at its current stage of development.

Some of the work should be such as to secure quick accurate reactions.

The work should be of such a nature and so arranged as to have as much of the time as possible spent in actual exercise of the individual; that is, there should be as little time as possible spent in securing, replacing, or changing apparatus and in giving commands, etc. Work involving long waits between the exercises for the individual should be avoided.

Every effort should be made to plan the work in such a way and to use such apparatus and psychic accompaniments to the exercises as will best interest the pupils. The test of experience is that the use of apparatus, both fixed and movable, is a real factor in maintaining interest.

In each gymnastic lesson the large groups of muscles should be contracted vigorously many times.

The work in each lesson should be sufficiently varied to avoid undue fatigue of any part.

In each lesson the quantity of work, as measured by the foot pounds of energy expended, given to each part of the body should be in proportion to the natural function and need of that part.

Each lesson should involve all-over-work, i. e., exercise for trunk, legs, arms and neck.

Each lesson should involve all-over work, i. e., exercise for trunk, cure correct posture.

Each lesson should contain forced respiratory exercises.

Each lesson should begin and end with moderate work, i. e., either light work of large muscle masses, or work of smaller muscles.

The work as described in the syllabuses issued in connection with the new course of study is divided into three parts: *Free Work*, *Apparatus Work*, and *Games*. The *Free Work* is for use in schools without gymnasiums. The *Apparatus Work* is for use in schools having gymnasiums. The *Games* are for use in classrooms, basements, or yards of all buildings.

Every effort has been made to make the free work varied and interesting. In view of the fact, however, that there must be sixteen consecutive grades of it, it is more or less monotonous. There is comparatively little opportunity for extended variety. The conditions presented by the classroom to which this work must be adapted do not permit the use of gymnastic dancing tactics, or other agencies that are commonly used to enliven the work. It is a calamity that, because of the lack of gymnasiums, we are unable to use anything but the free work in such a great majority of schools.

The apparatus work referred to is work with dumbbells, wands, Indian clubs, bean bags, etc. Work with heavy apparatus is not put in the course for the elementary school grades, because it can be taught wisely only by those who have a degree of training and expertness which it is impossible to secure from the average grade teacher, no matter how earnest and faithful she may be.

On purely physiological grounds there is but little to be said as to the advantages of light apparatus as compared with free work. The free work, on the whole, lends itself more readily to the most exacting physiological standards, whether of posture, skill, or organic vigor, than does the light apparatus work. We discover, however, that children are so much more interested in the light apparatus work than in the free work, that they secure results in posture, skill and vigor that make it incomparably better than the free work. This interest seems to be chiefly related to three elements in the apparatus work: Its added variety, the consciousness of progress that there is in the various grades of work, and the apparently objective nature of the acquirement. There is as much real progression from grade to grade in the free work, but it is not nearly so evident to the pupil as where heavier or otherwise different apparatus is used.

Skill in the movements of free work never seems so real an achievement as does skill in handling some object by the body. The latter seems more objective and real to the average pupil, particularly to the pupils in the upper grades. The experience of the schools in Brooklyn, in which the gymnasiums have been fully and regularly used, is ample demonstration of these facts. In Manhattan the gymnasiums have for years been equipped with apparatus that was not adapted in the main to the use of the grade teachers, and the gymnasiums themselves have usually not been used. These gymnasiums are, however, now being used as completely as their ill advised equipment, which is not adapted to the course of study, and the comparative inexperience of the Manhattan teachers permit. This is not chargeable to any lack of ability, interest, or co-operation on the part of the Manhattan principals or teachers. The gymnasiums, even in Manhattan, are being well used now. As soon as the equipment can be made to conform to the requirements of the course of study, they will be of as great value as they are in other parts of the system.

I have stated this matter somewhat fully because of the serious and erroneous nature of statements from recent authoritative sources

that the elementary school gymnasiums were not being used and that no steps were being taken to get them used.

#### SCHOOL GAMES

The need of school games as distinguished from school gymnastics is also psychological in its nature. The kind of attention given to an active game differs so markedly from the attention given to the academic part of the school work as to help the pupil to recover both physical and mental tone while playing. It enables him to recover from the effects of fatigue to a larger extent than is possible with school gymnastics. Were these the only objects of school exercise, games might well take the place of school gymnastics. As it is, however, neither can take the place or fill the purposes of the other.

It is not always possible under the conditions of classroom, basement, or yard, to give games having as vigorous physical activity as is desirable. The requirements that these games shall not be too noisy, that they shall permit of large numbers playing, that only an exceedingly limited area shall be needed, and that the duration of the play be so short, have rendered impossible for our use most of the folk games that have slowly developed during the centuries. The folk games were developed under conditions in which there was ample space for children to play in, noise could be freely made without disturbing the elders in the house, and long hours and months in school were unknown. This adaptation of plays to meet the conditions of modern city life forms at once one of the most important, interesting and difficult of psychological problems. Games may easily be constructed on physiological grounds that are excellent, but the trouble usually is that they do not "play." They are merely so many more school exercises. With but few exceptions, the games that children really love to play have grown slowly through the centuries. We are only just arriving at such a knowledge of the nature of play as to enable us to construct plays that are real.

## UNGRADED CLASSES

There are probably from one to two per cent of children who differ so greatly from the average as not to profit to the greatest extent by courses of study that are primarily adapted to the average child. It is not meant that these children are always merely duller, or less advanced than others of their own age, but in most cases they differ from the type. These pupils under the regular routine of the grades drift along, spending two or more terms in each grade. They are a great source of discouragement to the teacher, they tend to retard the progress of the class, and worst of all, they do not secure the discipline that is adapted to their needs. These children are now beginning to be segregated into small classes by themselves, with teachers who are becoming specialists in this line of instruction. A competent physician in my department is co-operating with the District Superintendents and the Principals in the selection of pupils for this work, and the organization of the work itself.

## HYGIENE

Under your direction I have prepared a course in hygiene, covering the ground usually taken by physiology and hygiene. The plan upon which this course was constructed was that

1. In each grade there should be distinctive work done and subjects that are not to be so taken again. Thus each grade has study that is peculiar to itself and which will not give the pupil the idea that he has studied the same subject before.

2. The fact that the pupil is being trained for citizenship is borne in mind. One full year is given to a consideration of the subject in relation to civic life.

3. The direct aim is to equip the pupil with knowledge that shall be of both immediate and permanent value; hence the practical application of all facts is constantly emphasized. Subjects having no bearing upon the conduct of life are omitted.



4. Hygiene is related to mind as well as to body ; hence one term is given to the consideration of this phase of the subject.

The plan has been completely worked out in a syllabus for teachers.

#### HIGH SCHOOLS

In the high schools the instruction in physical training is given by trained specialists, while in the elementary schools it is given by the regular grade teachers under the supervision of specialists. Hence it is possible to have the work more elastic and to require less uniformity in the case of the high schools than is possible in the case of the elementary schools. For this reason I have not attempted any unification of the work. In certain respects it is important that greater uniformity be secured eventually—uniformity not so much in the work as in the method of conducting the work—at least in the following particulars :

1. In tactics—Children who have become familiar with certain tactics in the 16 grades of the elementary school should have their high school work built upon, and be in addition to this work.

2. System of commands—The form of giving orders for movements and positions should be uniform throughout the whole system. What is learned in one school or grade should fit any other corresponding school or grade.

3. System of nomenclature—Positions, movements, and relations to apparatus should be uniformly expressed throughout the system.

4. Informal instruction in personal hygiene given throughout the course during the physical training periods.

Upon receiving your instructions that no pupils were to be excused from the physical training in the high schools, except upon my approval, I at once took up the matter. The following plan has slowly been evolved as the needs of the case have been seen by experience.

It is now in successful operation, and is giving satisfaction to principals, teachers, physicians, parents, and pupils:

1. Each teacher of physical training is at liberty to modify the work to suit individual cases, as he or she thinks wise.

2. Each teacher of physical training in high schools has power to excuse a pupil from the actual physical exercise for two or three periods. This, however, does not necessarily excuse pupils from staying in the room.

3. Each pupil desiring excuse altogether from physical exercise must secure from a physician a proper certificate. This certificate is then given to the high school teacher, who forwards it to the director with comments. After correspondence with the physician, the director suggests to a high school teacher that the pupil be excused from all or part of the work, or that he or she be required to pursue the regular course or a suggested modified course.

4. The principal of the school only can give excuse from attendance upon the class. One object of the gymnastic period is the change from study. This result can be secured even by those who cannot do the class work. Pupils should not be allowed to study in this period if remaining in the room. If excused temporarily from the exercise by the teacher or by the director for a stated period, they should remain in the room and rest during the physical training periods, unless excused from attending the class by the principal.

#### TWO-MINUTE EXERCISE

Under your instructions the following two-minute school setting-up exercise has been introduced into all grades from the 2nd of the elementary to the last of the high schools:

##### CLASS STAND.

**DEEP BREATHING**—(4 times). Inhale and exhale forcibly. The inhalation particularly [should be forced to the utmost. The neck should be pressed firmly backward against the collar.

**STRETCHING**—(4 times). Bend the back gently forward; straighten the back, raise the chest and lift the arms as high and as far back as possible; keep the elbows straight. The last part of this exercise should be done with as great vigor as possible. Count two while the upward position is held.

**KNEE BENDING**—(8 times). Keep the trunk erect; bend the knees half way; rise.

**DEEP BREATHING**—(4 times). As at first.

**CLASS SIT.**

This exercise has proved a most effective measure in relieving the tedium of long sitting at the school desk, in lessening fatigue, in lessening restlessness, especially in children in the lower grades, and most important in promoting an erect, strong carriage of the body.

In order to aid in keeping ourselves in touch with the newer phases of physical training, general meetings of all in the department are held from time to time for discussion of topics of interest to physical training teachers.

In closing, I desire to express my keen appreciation of the constant support that has been given by yourself, the Associate City Superintendents, the District Superintendents, the high, training, and elementary school principals and teachers, to the physical training department. Our work has been reorganized at a time when all concerned were busied with putting in the new course of study, when burdens were peculiarly numerous and heavy. The work accomplished has, because of this co-operation, been more extensive and better in quality than I had thought possible.

LUTHER HALSEY GULICK,  
Director of Physical Training.

## APPENDIX I



### SCHOOL LIBRARIES



## APPENDIX I

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### SCHOOL LIBRARIES

The Superintendent of Libraries submits the following preliminary report on the matter of School Libraries:

#### CLASS LIBRARIES

On May 28th, 1902, the Committee on Lectures and Libraries recommended that the appropriation received from the State and the City for Public School Libraries should be applied, as far as practicable, to the establishment of class libraries. These libraries were to consist of books carefully selected and graded to the intellectual capacity of the scholars in each class. They were to be kept for general reference use on open shelves in the classroom, and were to be drawn and taken home by the pupils at stated times, each teacher acting as librarian for her room assisted by the pupils when practicable. The children were to be encouraged to select for themselves the books they desired to read, and although every effort was to be made to persuade them to use the library, they were not to be coerced into taking a book any more than they were to be refused the privilege of doing so, as a punishment; the purpose being to interest children in good books and to inculcate in them a love for reading at the most impressionable time of their lives.

The Board of Education on July 7th, 1902, adopted the report above mentioned, authorized the establishment of a bureau of libraries, and the appointment of a superintendent of libraries. The Superintendent was appointed February 15, 1903.

The original plan called for the equipment of one school in every two districts, with class libraries in all grammar grades, together with a suitable reference library properly catalogued. This plan proving impracticable, it was decided to undertake to furnish each school in the five boroughs with class libraries as far as the available funds would permit and also with the necessary books of reference required by teachers for the new course of study.

For this purpose the Catalogue for Public School Libraries for 1903, containing graded lists of books suggested for the different years, was prepared. This list was adopted by the Board of Education on May 27th, 1903. The necessary process of advertising for bids and awarding contracts delayed the printing and distribution of this catalogue until the latter part of June; but copies were sent to the principals before the close of school; affording an opportunity to order library books during vacation. Some forty principals took advantage of this opportunity during July and August.

#### APPORTIONMENT

The statistics collected in June, 1902, for the Committee on Lectures and Libraries showed 67 schools, including those recently opened which were practically without library books of any description; 175 schools reported one or more class libraries in operation. Large general collections of books were reported in nearly all the older schools. The auditor's statement of April 18th, 1903, showed a balance of \$138,976.75 available for library purposes. To make as equitable a distribution of these funds as possible, the 482 schools and departments eligible to a share in the library money were divided into two classes. Each school in Class "A" (the 67 schools reporting no library books), was allowed \$18.60 per class or 60 per cent. of the total amount required to equip fully all classes, estimating the cost of a suitable class library to be \$31.00. The remaining 415 schools were allowed \$9.80 per class for grade libraries. For reference books, proportionate sums up to \$100.00, the maximum, were apportioned to each school on a basis of the number of classes.

### REQUISITION FOR LIBRARY BOOKS

An innovation in the method of ordering books was instituted by having each principal make a separate requisition on each contractor for all books to be supplied by that contractor. The original requisitions of the principals were used by the Supply Department as orders, thus doing away with recopying of orders and tabulation; and, as the contract for furnishing books included direct delivery of the same, the expense and delay of a delivery to and redistribution from the Supply Department were eliminated. This experiment while presenting some serious difficulties has succeeded in putting upward of 200,000 books in the schools by January 1st, 1904, and has done away with the necessity for a large clerical force at the distributing point.

Orders from forty schools were received during the vacation months. The greater number, however, were received in September and October, every school in the department drawing for library books with the exception of one in Manhattan, one in Brooklyn and two in Richmond.

The total number of separate requisitions on the different contractors is estimated at 25,000; the number of books ordered, 237,000. Each of these requisitions made in triplicate, was revised and corrected in the Bureau of Libraries before it was turned over to the Supply Department. As it was well into December before the last of these orders had been signed by the Superintendent of Supplies and passed on to the contractors, the deliveries were delayed by the usual press of business before the holidays. Many schools have, therefore, not yet received all their library books, but no school is without any, and fully three-fourths have received their full quota.

### USE OF BOOKS

Gratifying reports are being received daily from schools in every borough, showing that the books are being distributed among the classrooms as fast as they are being received and that the children are displaying an unusual interest in the new and attractive vol-



umes. Crowds of boys and girls carrying home new books from the class libraries are a common sight nowadays in the vicinity of school buildings.

Now that the work of supplying these books has been largely accomplished, assistance will be given to as many schools as possible in organizing their class libraries and cataloguing their reference books. Supplies for this purpose have been provided, such as catalogue cards and charging cards. Books containing instructions in respect to classification will also be loaned by the Library Department and library assistants will be sent to such of the schools as request their aid.

#### BOOK CASES

The matter of accommodating books in the classrooms has proved to be a serious one in many of the older schools. Several schools have refused to draw library books on the ground of lack of shelf or closet room. By a resolution adopted on May 27th, 1903, the Committee on Lectures and Libraries requested the Committee on Buildings to make provision in each classroom of all new school buildings for shelf accommodation for a library of sixty books, also to provide for a case for reference books. On September 21st, 1903, the Committee on Lectures and Libraries adopted a class library book case consisting of two units or sections fitted with glass doors. The Building Department was requested to advertise for bids on 400 of these cases. This order was increased on December 10th to 909. This contract has been awarded and the cases will be forthcoming early in 1904. These cases are intended for use only in such schools as have no accommodation whatever for books in the classrooms and will be divided proportionately among the different boroughs.

#### CITY SUPERINTENDENT'S LIBRARY

During the vacation months the library of the City Superintendent of Schools was classified according to the decimal system and a card catalogue prepared. Four thousand and seventeen bound vol-

umes were prepared for circulation. Three hundred bound reports and six hundred pamphlets are also on file. A text-book exhibit composed of sample copies of text-books on the list for 1904 comprises at present about 1,968 books. The use of this excellent library is almost entirely confined to the Board of Examiners and a few candidates for examination. It should be visited by every teacher who comes to the Hall of the Board of Education.

Very respectfully,

C. G. LELAND,  
Superintendent of Libraries.

January 5th, 1904.

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

## **APPENDIX J**

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**PUBLIC SCHOOLS OF THE CITY OF NEW YORK**

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

## APPENDIX J

## PUBLIC SCHOOLS OF THE CITY OF NEW YORK

## BOROUGH OF MANHATTAN

## NEW YORK TRAINING SCHOOL FOR TEACHERS

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903.
No. 159	119th st., bet. Second and Third aves. . .	Augustus S. Downing	212
No. 159	119th st., Model School (Practice Dept.)	Emma A. Johnson..	1,605
		Total..	1,817

## HIGH SCHOOLS

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903.
De Witt Clinton..	140 West 102d st. (P. S. 179).....	John T. Buchanan. . .	} 2,235
Annex. . . . .	60 West 13th st. . . . .	.....	
Annex. . . . .	103d st., near 5th ave. (P. S. 171).....	.....	
Annex. . . . .	225 East 23d st. . . . .	.....	
Annex. . . . .	109th st. and Amsterdam ave. (P. S. 165). . . . .	.....	

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
Wadleigh. ....	114th st. near 7th ave. . .	John G. Wight. ....	2,699
Annex. ....	145th st., near Amsterdam ave. (P. S. 186) . .	.....	
Girls' Technical High. ....	36 East 12th st. ....	Wm. Mc Andrew. ....	1,357
Annex. ....	146 Grand st. ....	.....	
Annex. ....	244 East 52d st. ....	.....	
Annex. ....	82d st. and West End ave. (P. S. 9). ....	.....	
H. S. of Commerce. ....	155 West 65th st. ....	Jas. J. Sheppard. ....	911
Total..			7,202

## ELEMENTARY SCHOOLS

B.—Boys' School.  
Gr.—Mixed Grammar School.

G.—Girls' School.  
P.—Primary School.

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
1 B..	Henry & Oliver sts. ....	Benjamin Veit. ....	1,311
1 G..	" .....	Mary R. Davis. ....	1,468
2....	116 Henry st. ....	Oscar Birnbaum. ....	3,210
3....	488 Hudson st. ....	Henry E. Jenkins. ...	2,115
4....	203 Rivington st. ....	Lizzie E. Rector. ....	2,153
5 B..	124 Edgecombe ave. ....	Henry Cassidy. ....	818
5 P..	" .....	Ella F. Whalen. ....	1,805

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903
6 B..	85th st. & Madison ave. ....	Wilbur F. Hudson. ..	1,105
6 G..	" .....	Katherine D. Blake ..	954
7 B..	Chrystie & Hester sts. ....	J. Frank Wright. ....	1,538
7 G..	" .....	Catherine V. Davis. ..	1,550
8....	29 King st. ....	Michael E. Devlin. ...	1,436
9....	82d st. & West End ave. ....	Teresa E. Bernholz. ..	1,298
10 B..	117th st. & St. Nicholas ave. ....	Ernest R. Birkins. ...	1,115
10 P..	" .....	Hester A. Roberts ...	1,792
11....	314 West 17th st. ....	John H. Grotecloss, Jr.	1,391
12....	371 Madison st. ....	Ellen Murray .....	2,018
13 G..	239 East Houston st. ....	Helen A. Stein. ....	948
13 P..	" .....	Sarah A. Robinson. ..	2,180
14 Gr..	225 East 27th st. ....	John L. Fruauf. ....	1,320
14 P..	" .....	Kate A. Reid. ....	1,208
15 B..	728 Fifth st. ....	Nathan P. Beers. ....	898
15 P..	" .....	Margaret Knox. ....	1,864
16....	208 West 13th st. ....	Josiah H. Zabriskie ..	1,080
17 G..	335 West 47th st. ....	Jennie Bermingham. .	2,222
18 B..	121 East 51st st. ....	Burtis C. Magie. ....	1,585
18 G..	" .....	Anna E. Masterson. ..	814
19 Gr..	344 East 14th st. ....	James B. T. Demarest	1,70
19 P..	" .....	Sarah E. Buckbee. ...	1,653
20 B..	Rivington & Forsyth sts. ....	H. William Smith....	2,419
20 G..	" .....	Mary Maclay. ....	2,180



## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Roll Oct. 31, 1903.
21 ..	55 Marion st.....	John Doty.....	1,210
22 B..	Stanton & Sheriff sts.....	John F. Townley. ...	1,205
22 P..	" .....	Carrie E. Krowl.....	2,552
23 ..	Mulberry & Bayard sts.....	Joseph D. Reardon...	1,964
25 B..	326 Fifth st.....	Charles C. Roberts...	1,799
25 G..	" .....	Helena A. Hulskamp.	2,036
26....	124 West 30th st.....	William H. Van Cott, Jr., Acting Prin. ...	1,024
27 B..	206 East 42d st.....	Philip H. Grünenthal.	1,204
28 G..	257 West 40th st.....	Jennie MacKenzie....	873
28 P..	" .....	Kate A. Walsh.....	1,032
29....	16 Albany st .....	James G. Smith.....	699
30....	230 East 88th st.....	William C. Hess.....	2,450
31....	200 Monroe st .....	Margaret F. O'Connell	2,164
32 B..	357 West 35th st.....	Samuel Ayers.....	953
32 P..	" .....	Elizabeth C. O'Rourke	906
33 G..	418 West 28th st.....	Alida S. Williams. ...	952
33 P..	" .....	Eliza Hoffman.....	1,527
34 B..	108 Broome st.....	Edward Mandel.....	976
34 P..	" .....	Mary White.....	1,937
35....	160 Chrystie st.....	Agnes M. Hayes.....	1,804
36 B..	710 East 9th st.....	Wm. J. Goldey.....	1,219
36 G..	" .....	Eliza M. Jackman....	1,200
37....	113 East 87th st.....	Mary M. Lilly, Acting Prin.....	1,869

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903
38 G..	8 Clarke st. ....	Ida B. Lindheimer. ..	646
38 P..	" .....	Mary A. Rogers (Mrs.)	892
39 B..	235 East 125th st. ....	Theo. B. Barringer...	1,025
39 P..	" .....	Marietta A. Clark ....	1,073
40....	320 East 20th st. ....	Albert Shiels. ....	1,211
41....	36 Greenwich ave. ....	Katherine Bevier. ...	1,260
42 G..	Hester, near Ludlow st .....	Harriet V. R. Field ...	1,260
42 P..	" .....	Rufina A. Cregin ....	1,459
43 Gr..	129th st. & Amsterdam ave. ....	W. H. J. Sieberg. ....	1,034
43 P..	" .....	Mary C. Meehan. ....	1,153
44....	Hubert & Collister sts .....	William Boylan ....	1,177
45 G..	225 West 24th st. ....	Mary F. Tate. ....	502
45 P..	" .....	Sarah E. Cooley. ....	447
46 Gr.	St. Nicholas ave. & 156 st. ....	Abner B. Holly ....	1,043
46 P.	" .....	Mary W. Swartz. ...	1,292
48....	124 West 28th st. ....	Sadia E. Baird. ....	1,090
49 Gr..	237 East 37th st. ....	James R. Pettigrew...	1,091
49 P..	" .....	Sarah F. Buckelew ...	975
50....	211 East 20th st. ....	Caroline Emanuel....	1,151
51 B..	523 West 44th st. ....	Martin H. Ray. ....	906
51 P..	" .....	Katharine A. McCann	1,148
52....	206th st., Inwood. ....	Charles Curtis, Acting	148
53 G..	207 East 79th st. ....	Margaret M. Slattery.	1,075
53 P..	" .....	Wilhelmina M. Bone- steel. ....	924

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1913
54 G..	104th st. & Amsterdam ave.....	Margaretta Uihlein...	953
54 P..	" .....	Laura Charlton.....	1,227
55....	140 West 20th st.....	Edgar Vanderbilt ....	1,092
56 G..	351 West 18th st.....	Catharine Blauvelt (Mrs.) .....	687
56 P..	351 West 18th st.....	Alice V. Parle.....	760
57 G..	176 East 115th st.....	Carrie S. Monfort.....	832
57 P..	176 East 115th st.....	Elizabeth A. Duggan..	1,966
58 B..	317 West 52d st.....	Wm. F. O'Callaghan..	934
58 P..	" .....	Emma A. Egbert.....	996
59....	228 East 57th st.....	Mary C. McGuire.....	2,132
67....	120 West 46th st.....	W. P. O'Flaherty. ....	1,038
68 G..	116 West 128th st.....	Ida Ikelheimer.....	808
68 P..	" .....	Juliet Pearson.....	1,178
69 Gr...	125 West 54th st.....	Andrew J. Whiteside..	1,228
69 P..	125 West 54th st.....	Julia M. Elliott.....	694
70 B..	207 East 75th st.....	George White .....	838
70 P..	" .....	Kate P. Macdona.....	1,361
71....	188 Seventh st.....	Urania D. Secord ....	2,233
72 G..	Lexington ave., bet. 105th & 106th sts.....	Helen M. Fanning....	837
72 P..	Lexington ave., bet. 105th & 106th sts.....	Sarah Smith .....	1,253
73....	209 East 46th st.....	Hannah W. DeMilt..	1,476
74 B..	220 East 63d st.....	John Walsh. ....	890

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
74 P..	220 E. 63d St. ....	Joanna J. Hill (Mrs.) .	1,528
75 B..	25 Norfolk st. ....	Thomas J. Boyle. ....	684
75 P..	" .....	Josephine E. Rogers. .	1,497
76. . .	Lexington ave. & 68th st. ....	Mary I. Norcott . . . .	1,925
77 B..	400 East 86th st. ....	Edward A. Page. ....	1,618
77 G..	" .....	Isabel W. Smith, Act- ing .....	1,553
78 G..	362 Pleasant ave. ....	Kate M. Falvey. ....	976
78 P..	" .....	Kate Callahan (Mrs.).	932
79. . .	42 First st. ....	Joseph A. Fripp . . . .	2,158
80. . .	225 West 41st st. ....	Wm. L. Bulkley . . . .	413
82 B..	First ave. & 70th st. ....	Henry J. Heidenis . . .	774
82 P..	" .....	Anne J. Farley . . . .	1,456
83 B..	216 East 110th st. ....	Joseph J. Casey. ....	1,138
83 P..	" .....	C. Augusta Sanger . . .	1,059
84. . .	430 West 50th st. ....	Susan M. Mack. ....	1,665
86 B..	Lexington ave. & 96th st. ....	John J. O'Reilly. ....	715
86 P..	" .....	Ada A. Brennan. ....	1,478
87 B..	77th st. & Amsterdam ave. ....	Edward H. Boyer. . . .	825
87 G..	" .....	Ellen C. Phillips . . . .	976
88. . .	300 Rivington st. ....	Mary F. McAleer. ....	2,849
89 B..	Lenox ave. & 134th st. ....	John F. Waters. ....	1,150
89 P..	" .....	Teresa L. Atkinson. . .	1,357
92 G..	154 Broome st. ....	Annie E. Boyne . . . .	1,724

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903.
93 G..	Amsterdam ave. & 93d st .....	Emma S. Landrine (Mrs.) .....	992
93 P..	" .....	Isabella A. McCabe...	1,226
94 B..	Amsterdam ave. & 68th st. ....	John D. Robinson....	726
94 P..	" .....	Cordelia S. Kilmer ...	1,114
95....	21 East 125th st. ....	Rachel Barnstone, Acting .....	429
96 G..	Ave. A, cor. 81st st. ....	Eliza S. Pell (Mrs.) ..	1,108
96 P..	" .....	Mary C. O'Brien .....	1,993
103 B..	119th st. & Madison ave. ....	James M. Kieran....	2,614
104....	413 East 16th st .....	Margaret P. Duggan..	923
105....	269 East 4th st .....	Carrie W. Kearns....	1,490
106....	222 Mott st. ....	Eliza A. R. Sullivan, Acting .....	998
107....	272 West 10th st. ....	Annie Byrdsall.....	869
108....	62 Mott st .....	Honora R. Sweeny. . .	761
109 B..	99th & 100th sts., 2d & 3d aves. ....	Frank J. Coleman. . .	2,565
110....	28 Cannon st. ....	Adeline E. Simpson ..	1,610
111....	31 Vestry st. ....	Mary O'Connor. ....	256
112....	83 Roosevelt st. ....	Kate Devine (Mrs.) ..	479
113....	7 Downing st. ....	Matilda B. Lemlein ..	850
114....	73 Oliver st. ....	Lucy C. Buckley, Act- ing .....	926
116....	215 East 32d st. ....	Sara J. J. McCaffery.	750
117....	170 East 77th st. ....	Mary S. Cunningham .	1,242
119 G..	133d st., 7th & 8th aves. ....	Emma C. Schoonmaker	1,318

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
119 P..	133d st., 7th & 8th aves.....	Adele C. Wilson (Mrs.)	1,339
120....	187 Broome st. . . . .	Ella Conway. . . . .	728
121....	227 East 102d st. . . . .	Teresa C. Burke. . . . .	1,485
122....	150 First ave. . . . .	Margaret B. Milton... .	1,765
124....	29 Horatio st. . . . .	Addie L. McKee. . . . .	555
125....	180 Wooster st. . . . .	Bernard Cronson. . . . .	1,403
126....	536 East 12th st. . . . .	H. Louise Clark. . . . .	1,530
127....	511 West 37th st. . . . .	Clara American . . . . .	1,037
128....	179 East 124th st. . . . .	Nora C. Lenihen (Mrs.)	606
129....	433 East 19th st. . . . .	Mary L. Mitchell. . . . .	448
130....	143 Baxter st. . . . .	Ellen T. Ahearn. . . . .	927
131....	273 East Second st . . . . .	. . . . .	1,526
134....	293 Pearl st. . . . .	Hannah A. Hays, Act.	99
135....	1st ave. & 51st st. . . . .	Emma H. Alling (Mrs.)	1,378
136....	68 Monroe st. . . . .	Ella F. Graham. Act. . .	785
137....	Grand & Essex sts. . . . .	Kate M. Stephens. . . .	1,621
140....	116 Norfolk st. . . . .	Rachel Boniface, Act.	1,597
141....	462 West 58th st. . . . .	Mary E. O'Keefe. . . . .	1,510
144....	30 Allen st . . . . .	Elizabeth S. Harris... .	1,681
147....	East Broadway & Scammel st. . . . .	Wm. L. Ettinger. . . . .	2,879
150....	308 East 96th st. . . . .	Alice Jackson. . . . .	1,697
151....	1st ave. & 91st st. . . . .	Agnes O'Brien (Mrs.)	1,905
157 G..	St. Nicholas ave. & 127th st. . . . .	Olivia J. Hall. . . . .	851
157 P..	" . . . . .	Adelaide Haight. . . . .	1,246

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
158....	Ave. A, bet. 77th & 78th sts .....	Bayard W. Purcell...	2,701
160 B..	Rivington & Suffolk sts. ....	Chas. F. Hartman. ..	1,409
160 P..	" .....	Lottie A. Norcott....	1,800
161....	105 Ludlow st .....	Lizzie F. Spafford (Mrs.) .....	1,759
163....	509 East 120th st. ....	Mary H. Donohue. ....	1,008
165 B..	108th st. & Amsterdam ave. ....	David E. Gaddis....	715
165 P..	" .....	Agnes M. Dunne. ....	1,116
166 B..	89th st. & Columbus ave. ....	Thomas Moore. ....	729
166 P..	" .....	Mary A. Magovern. ..	711
168 G..	104th & 105th sts. & 2d ave. ....	Cecelia Francis. ....	1,376
168 P..	" .....	Millicent Baum. ....	1,714
169....	Audubon ave., 168th & 169th sts. ..	Mary Shires.....	1,092
170 G..	111th st., east of Lenox ave. ....	Isabella Sullivan. ....	1,273
170 P..	" .....	Eloise K. Fisher (Mrs.)	1,877
171....	103d & 104th sts., 5th & Madison aves. ....	W. J. O'Shea. ....	2,510
172....	108th & 109th sts., 2d ave .....	Margaret F. Brangan	1,757
174....	Attorney st., bet. Rivington & Stanton sts. ....	Elizabeth J. Hofer. ..	1,904
177 G..	66 Market st. ....	Ellen T. O'Brien. ....	1,034
177 P..	" .....	Mary L. Brady. ....	1,461
179....	140 West 102d st. ....	John P. Conroy. ....	1,580
180....	30 Vandewater st. ....	John E. Brown. ....	744
184....	116th & 117th sts., east of Lenox ave. ....	Cecil A. Kidd. ....	2,903

## BOROUGH OF MANHATTAN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903
186....	145th & 146th sts. & Amsterdam ave.....	Joseph H. Wade.....	1,561
192....	Amsterdam ave. & 138th st. ....	Samuel Langer, Act..	827
Truant	215 East 21st st.....	Mary K. Leonard, ma- tron in charge ....	18
		Total... ..	253,972



## BOROUGH OF THE BRONX

## HIGH SCHOOL

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
The Morris.....	157th st. & 3d ave. ....	Edward J. Goodwin..	1,829
Annex. ....	145th st. & Mott ave. (P. S. 31) .....	.....	
Annex. ....	173d st. & 3d ave. (P. S. 4) .....	.....	

## ELEMENTARY SCHOOLS

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
1....	College ave. & 145th st. ....	Elijah D. Clark.....	1,078
2 Gr..	3d ave. & 169th st. ....	William T. Traud....	1,318
2 P..	" .....	Kate Van Wagenen..	1,841
3 Gr..	157th st. & Courtlandt ave. ....	William B. Silber. . .	959
3 P..	" .....	Josephine Hammer ..	1,765
4....	Fulton ave. & 173d st. ....	Wm. P. McCarthy ...	2,480
5....	2436 Webster ave. ....	Wm. J. Kennard. ....	915
6....	177th st., Bryant & Tremont aves..	James Buckhout. ....	878
7....	Church st., Kingsbridge. ....	Isaac B. Sprague.....	613
8....	Mosholu Parkway, Bedford Park..	John W. Davis. . . .	787
9 Gr..	735 East 138th st. ....	Jonathan D. Hyatt...	1,260
9 P..	" .....	Sarah A. Cooper. ....	1,669
10 Gr..	Eagle ave. & 163d st. ....	Evander Childs. ....	1,461

## BOROUGH OF THE BRONX—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
10 P..	Eagle ave. & 163d st. ....	Sara M. Reins (Mrs.).	1,623
11....	Ogden ave., Highbridge. ....	John T. Maguire ....	810
12....	Second st., Westchester. ....	John F. Condon ....	746
13....	Park ave., Williamsbridge. ....	Bernard J. Devlin. ..	987
14....	Eastern Boulevard, Throg's Neck. .	Philip O'Ryan. ....	257
15....	Westchester ave. & Classon Pt. Rd .	Wm. H. Story. ....	694
16....	Matilda st., Wakefield. ....	Morgan Washburn ...	610
17....	Fordham ave., City Island. ....	Edward E. Clark, Acting. ....	290
18....	501 Courtlandt ave. ....	Elizabeth M. Ball ....	1,017
19....	234th st., Woodlawn. ....	Marian Clarey. ....	200
20....	Fox, Simpson & 167th st. ....	Mary A. Curtis. . . .	1,514
21....	11th st., Williamsbridge. ....	Eliza A. Caterson. ...	516
22....	599 East 140th st. ....	Elizabeth C. Kelly, Acting. ....	391
23....	Union ave. & 165th st. ....	Mary A. Conlon. ....	1,077
24....	Spuyten Duyvil. ....	Kate A. Norton, Acting	160
25....	Union ave. & 149th st. ....	Emily R. Caughlan. . .	1,257
26....	Andrews & Burnside aves. ....	Caroline E. Hoefling, Acting. ....	327
27....	St. Ann's ave., 147th & 148th sts. .	Thomas J. Meighan. .	3,565
28....	Tremont & Anthony aves. ....	Wallace F. Lyons. ....	1,650
29....	Cypress ave. & 136th st. ....	Emilie J. Lichtenstein	1,540
30....	141st st., near Brook ave. . . . .	Mary J. Archer. ....	1,814
31....	Mott & Walton aves., 145th & 146th sts. ....	Susie Bussing. ....	823

## BOROUGH OF THE BRONX—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
32....	183d st., Beaumont & Cambreleng aves. ....	Gustave A. Carls. ....	1,498
33....	Jerome & Walton aves., north of 184th st. ....	Hugo Newman. ....	564
35....	163d st., bet. Grant & Morris aves. .	Ellen C. Gilbert. ....	997
36....	Avenue C, bet. 8th & 9th sts., Unionport. ....	John T. Nolan. ....	618
		Total	42,569

## BOROUGH OF BROOKLYN

## BROOKLYN TRAINING SCHOOL FOR TEACHERS

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903.
Theory Dept. ....	Prospect Pl., west of Nosstrand ave. ....	John Gallagher. ....	487
Practice Dept. ....	Prospect Pl., west of Nosstrand ave. ....	John Gallagher. ....	998
			1,485

## HIGH SCHOOLS

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903.
Girls' High. ....	Nostrand ave., cor. Halsey st. ....	William L. Felter...	2,199
Boys' High. ....	Marcy ave., cor. Madison st. ....	John Mickleborough.	1,114
Manual Training High. ....	Court, cor. Livingston st.	Charles D. Larkins..	974
Annex. ....	71st st. & 3d ave. ....	.....	
Annex. ....	131 Livingston st. ....	.....	
Annex. ....	75-79 Schermerhorn st. ....	.....	
Erasmus Hall High	Flatbush, near Church av.	Walter B. Gunnison .	1,431
Commercial High	Bedford, cor. Jefferson ave. ....	Frank R. Moore. ....	829
Eastern District High. ....	South 3d st., cor. Driggs ave. ....	William T. Vlymen..	632
Annex. ....	McCaddin Hall, South 3d & Berry sts. ....	.....	
			7,179

## BOROUGH OF BROOKLYN—CONTINUED

## ELEMENTARY SCHOOLS

School	Location	Principal	Number of Pupils on Register, Oct 31, 1933.
1....	Adams, cor. Concord st. ....	Cornelius D. Fleming	1,264
2....	46th st., near 3d ave. ....	Frank B. Stevens. ...	1,724
3....	Hancock st., near Bedford ave. ....	La Selle H. White. ...	2,337
4....	Berkeley place, near 5th ave. ....	Thos. F. Downey. ...	1,214
5....	Duffield, cor. Johnson st. ....	William J. O'Leary...	1,483
6....	Warren, near Smith st. ....	Clara C. Calkins. ....	980
7....	York, near Bridge st. ....	Edith Horton. ....	1,071
8....	Middagh, near Henry st. ....	Mrs. Minnie Q. Led- with. ....	599
9....	Sterling pl., cor. Vanderbilt ave. ...	Lewis H. Tuthill. ....	942
10....	7th ave., cor. 17th st. ....	Homer C. Bristol. ....	2,508
11....	Washington, near Greene ave. ....	Leroy F. Lewis. ....	1,568
12....	Adelphi st., near Myrtle ave. ....	James Cruikshank. ...	1,393
13....	Degraw, near Hicks st. ....	Wallace S. S. Newton	1,686
14....	Navy, cor. Concord st. ....	Ellen F. Quinn. ....	1,009
15....	Third ave., cor. State st. ....	Andrew I. Sherman. ...	1,868
16....	Wilson st., near Bedford ave. ....	Floyd R. Smith. ....	2,027
17....	Driggs ave., cor. North 5th st. ....	James Cusack. ....	1,859
18....	Maujer, near Leonard st. ....	Edward Bush. ....	1,117
19....	South 2d, cor. Keap st. ....	John W. Rafferty. ...	1,810
20....	Union ave., near North 2d st. ....	Moses Yeaton. ....	617
21....	McKibbin st., near Graham ave. ....	Kate E. McWilliams..	1,007
22....	Java st., near Graham ave. ....	Laura Black. ....	948

## BOROUGH OF BROOKLYN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1913.
23....	Conselyea, cor. Humboldt st. ....	Everett Barnes. ....	2,486
24....	Arion pl., cor. Beaver st. ....	Augusta D. Moore ...	2,174
25....	Lafayette, near Sumner ave. ....	Frederic W. Mar. ....	1,471
26....	Gates, near Ralph ave.....	Frank K. Perkins....	2,274
27....	Nelson, cor. Hicks st. ....	Elmer Poulson. ....	2,100
28....	Herkimer st., near Ralph ave.....	John J. Wells.....	1,289
29....	Columbia, cor. Amity st. ....	Mary J. Merritt. ....	844
30....	Wolcott, near Van Brunt st. ....	Thomas D. Murphy ..	1,528
31....	Dupont st., near Manhattan ave. ...	Bryan J. Reilly. ....	2,149
32....	Hoyt, cor. President st. ....	Samuel M. Sprole....	1,664
33....	Heyward st., near Broadway. ....	Florence E. Iffla, Act'g	1,724
34....	Norman ave., near Eckford st. ....	James T. Carey. ....	1,499
35....	Decatur st., cor. Lewis ave. ....	Alfred E. Ives. ....	2,401
36....	Stagg st., near Bushwick ave. ....	Marc F. Vallette ....	1,413
37....	South 4th, near Berry st. ....	Mary F. O'Brien, Act'g	1,459
38....	North 7th, near Berry st. ....	Dora M. Coughlan ...	802
39....	6th ave., cor. 8th st. ....	Cora A. Sloan. ....	1,491
40....	15th st., near 4th ave. ....	Alec. G. McAllister. ..	1,717
41....	Dean st., cor. New York ave. ....	Frank L. Greene. ....	904
42....	St. Mark's, near Classon ave.....	Elizabeth F. Doherty	895
43....	Boerum st., near Manhattan ave. ...	Charles D. Raine....	3,130
44....	Throop, cor. Putnam ave. ....	Henning W. Prentis. .	2,084
45....	Lafayette, near Classon ave. ....	Purvis J. Behan. ....	1,621
46....	Union, near Henry st. ....	M. Louise Lockwood .	1,500

## BOROUGH OF BROOKLYN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
47....	Schermerhorn st., near 3d ave . . . . .	Libbie J. Eginton . . .	961
48....	North 1st st., near Bedford ave. . . . .	*Catherine L. Barberie	260
49....	Maujer st., near Graham ave. . . . .	Augusta L. Cassidy . .	1,243
50....	South 4th, near Havemeyer st . . . . .	Emma L. Fortune . . .	645
51....	Meeker ave., cor. Humboldt st. . . . .	Anna A. Short. . . . .	1,253
52....	Ellery st., near Broadway . . . . .	Emily J. Black . . . . .	969
53....	Starr st., near Central ave. . . . .	Mrs. Alice E. Field. . .	1,994
54....	Walworth st., near Myrtle ave . . . . .	Anna E. Darrow, Acting . . . . .	1,261
55....	Floyd st., near Tompkins ave. . . . .	Emma L. Wagenseil, Acting . . . . .	2,220
56....	Bushwick ave., cor. Madison st. . . . .	Winifred T. Cullen. . .	932
57....	Reid ave., cor. Van Buren st. . . . .	Elenore E. Elliott. . .	764
58....	Degraw, near Smith st. . . . .	Annie E. Hull. . . . .	733
59....	Leonard st., near Nassau ave . . . . .	Mary C. V. Connolly. .	951
60....	4th ave., cor. 20th st. . . . .	Frances M. Driscoll . .	1,222
61....	Fulton st., cor. New Jersey ave. . . . .	Anna L. McDevitt . . .	475
62....	Bradford st., near Liberty ave . . . . .	Ida L. Morrison. . . . .	592
63....	Hinsdale st., near Glenmore ave. . . . .	Honor E. Quinn . . . .	925
64....	Belmont ave., cor. Berriman st. . . . .	Frank A. Willard . . . .	1,477
65....	Richmond st., near Ridgewood ave. . . . .	Harriet L. Bogue . . . .	1,014
66....	Osborn st., near Sutter ave. . . . .	George W. French . . .	607
67....	N. Elliott pl., near Park ave . . . . .	Emily C. Powers. . . . .	471
68....	Bushwick ave., cor. Kosciusko st. . . . .	Fannie A. Irvine. . . . .	1,295
69....	Ryerson st., near Myrtle ave. . . . .	Marg't J. McCooey. . .	1,034

\* Teacher in charge.

## BOROUGH OF BROOKLYN—CONTINUED

School	Location	Principal	Number of Pupils on Register Oct. 31, 1903
70....	Patchen ave., cor. Macon st.....	George W. Edwards.	1,902
71....	Heyward st., near Lee ave .....	Martha S. McLaughlin	1,054
72....	New Lots road, cor. Schenck ave ...	W. T. B. S. Imlay. ...	1,703
73....	McDougal st., cor. Rockaway ave ..	C. Warren Hamilton .	2,161
74....	Kosciusko st., near Bushwick ave..	Almon G. Merwin. ...	1,161
75....	Evergreen ave., cor. Ralph st.....	William S. Mills .....	1,525
76....	Wyona, near Fulton st. ....	Alonzo A. Ashmun. ...	997
77....	2d st., near 6th ave. ....	Channing Stebbins. ...	2,378
78....	Pacific, near Court st.....	Henry E. Hard. ....	1,168
79....	Kosciusko st., near Sumner ave ...	Eliza C. Rogers. ....	1,030
81....	Harway, near 25th ave .....	*May J. Ranney. ....	152
82....	4th ave., cor. 36th st.....	Jennie M. Mackay....	1,360
83....	Bergen st., cor. Schenectady ave ...	Frank F. Harding. ...	1,802
84....	Glenmore, cor. Stone ave. ....	Marcus A. Weed. ....	3,110
85....	Evergreen ave., cor. Covert st. ....	Arthur C. Perry, Jr. ..	2,090
86....	Irving ave., cor. Harmon st. ....	Mrs. Annie B. Moriarty. ....	2,035
87....	Herkimer st., cor. Radde place. ....	Ella Kelly .....	1,462
88....	Vandervoort ave., cor. Thames st...	Aegesta Beck .....	1,577
89....	Newkirk ave., cor. E. 31st st. ....	Mary A. Ward. ....	744
90....	Church ave., cor. Locust st. ....	Willis A. Huntley. ...	597
91....	East New York, near Albany ave. ...	Georgiana E. Brown..	392
92....	Rogers ave., near Robinson st.....	Louise Castle. ....	773
94....	Prospect ave., opp. Reeve place....	Geo. B. Germann ....	1,051

\* Teacher in charge.



## BOROUGH OF BROOKLYN—CONTINUED

School	Location	Principal	Number of Pupils on Registers Oct. 31, 1902
95....	Van Sicklen st., near Ave. V.....	John F. Harris .....	240
96....	Ocean ave., near ave. V.....	Charlotte A. Cox*....	124
97....	Benson, cor. 25th ave. ....	*Andrew E. Eichmann	129
98....	Avenue Z, cor. East 26th st. ....	George O. Tappen....	466
99....	Coney Island road, cor. Elm ave. ...	Maude R. Boulton*..	205
100....	West 3d st., near Park place. ....	Chas. Perrine.....	902
101....	86th st., near 18th ave. ....	Mary E. Lynch.....	593
102....	71st st., cor. 2d ave. ....	Wesley W. Smith. ...	839
103....	14th ave., cor. 53d st. ....	Annie A. L. Egan. ...	670
104....	92d st., cor. 5th ave. ....	Arthur Stetson. ....	422
105....	10th ave., cor. 59th st. ....	Helena M. Curran. ...	499
106....	Putnam, cor. Hamburg ave. ....	Joseph V. Witherbee.	2,769
107....	8th ave., cor. 13th st. ....	Sarah B. Van Brunt .	1,374
108....	Linwood st., cor. Arlington ave. ...	Lyman A. Best. ....	2,174
109....	Dumont ave., cor. Powell st. ....	Oswald Schlockow. ..	1,800
110....	Monitor st., cor. Driggs ave. ....	Josephine E. Hodgdon	1,389
111....	Sterling pl., cor. Vanderbilt ave. ...	Emily G. Bridgham. .	1,215
112....	18th, cor. Ovington ave. ....	Mary E. Catton. ....	455
113....	Evergreen ave., cor. Moffatt st. ....	Katherine R. Brady .	1,301
114....	Remsen, cor. Ave. F. ....	Mrs. Mary J. McHench	511
115....	Ave. M., near East 94th st. ....	*Katharine R. Callahan	213
116....	Knickerbocker ave., cor. Grove st. .	Agnes E. DeMonde ..	1,907
117....	Stagg st., cor. Bushwick ave. ....	Mary C. Bergen. ....	1,186
118....	59th st., cor. 4th ave. ....	George G. Ryan. ....	1,243

\* Teacher in charge.

## BOROUGH OF BROOKLYN—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
119....	Flatbush ave., near Ave. L. ....	Moses Becker, Jr. ....	286
120....	Barren Island. ....	*Mrs. H. Rowell Dailey	153
121....	East 55th st., Ave. C. ....	Mrs. Kate B. Fyfe*...	27
122....	Harrison ave., cor. Heyward st. ....	James Priddy. ....	2,000
123....	Irving ave., cor. Suydam st. ....	Jos. G. Furey. ....	1,888
124....	4th ave., cor. 13th st. ....	Margaret Davidson ..	1,245
125....	Blake, cor. Thatford ave. ....	Mary E. Quinn. ....	1,396
126....	Meserole ave., cor. Guernsey st. ....	Frederick L. Luqueer	1,675
127....	7th ave., cor. 79th st. ....	John J. Malarkey. ...	617
128....	21st ave., near 84th st. ....	Thomas O. Baker. ....	789
129....	Quincy st., near Stuyvesant ave. ...	Edw. P. Crowell. ....	1,496
131....	Ft. Hamilton ave., cor. 43d st. ....	De Forest A. Preston	1,097
132....	Manhattan ave., bet. Metropolitan ave. and Conselyea st. ....	Jennie V. McClean. .	1,111
133....	Butler st., near 4th ave. ....	Henry Ludwig, Jr. ...	1,548
134....	18th ave., near Ocean Parkway. ....	James S. Morey. ....	715
136....	4th ave., bet. 40th and 41st sts. ....	Chas. O. Dewey. ....	1,359
137....	Saratoga ave., bet. Chauncey and Bainbridge sts. ....	Ruth E. Granger. ....	1,453
139....	Ave. C, East 13th & 14th sts. ....	Wm. L. Sprague. ....	1,152
140....	60th st., west of 4th ave. ....	Emma L. Johnston... ..	1,484
141....	Leonard, McKibben and Boerum sts. ....	Anna M. Olsson. ....	2,549
Truant	Jamaica ave., opp. Enfield st. ....	Henry Spurdle. ....	43
Total. ....			173,949

\* Teacher in charge.

## BOROUGH OF QUEENS

## HIGH SCHOOL AND HIGH SCHOOL DEPARTMENTS

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
Long Island City High School No. 9. ....	Halsey & Fulton sts., L. I. City. ....	Peter E. Demarest. . .	245
11. ....	Woodside. ....	Theophilus Johnson. .	109
14. ....	Elmhurst. ....	Jas. D. Dillingham. . .	170
20. ....	Sanford ave., Flushing. .	John H. Clark. ....	299
39. ....	Far Rockaway. ....	Sanford J. Ellsworth	83
47. ....	Hillside ave., Jamaica. .	Chas. J. Jennings. . .	298
52. ....	Elm st., Richmond Hill. .	Isaac N. Failor. . . .	133
		Total. ....	1,337

## ELEMENTARY SCHOOLS

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
1. ....	Van Alst ave., L. I. City. ....	John F. Quigley. . . .	1,545
2. ....	Hulst & Nott aves., L. I. City. ....	Kate A. McWilliams. .	237
3. ....	Hill, near Skillman st., L. I. City. .	Margaret Scott. . . .	159
4. ....	Prospect st., and Beebe ave., L. I. City. ....	Robert L. Conant. . . .	1,433
5. ....	Academy, near Grand ave., L. I. City	Matthew D. Quinn. . .	1,058
6. ....	Steinway, near Jamaica ave., L. I. City. ....	Thomas H. Sweeney. .	1,348

## BOROUGH OF QUEENS—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
7.....	Van Alst, near Flushing ave., L. I. City.....	Martin Joyce.....	1,122
8.....	Steinway ave., L. I. City. ....	John Melville.....	1,210
11.....	2d & 3d sts., Woodside. ....	Theophilus Johnson. .	721
12.....	Winfield. ....	Fred. H. Mead. ....	375
13.....	Elmhurst. ....	James D. Dillingham.	219
14.....	" .....	James D. Dillingham.	475
10.....	Jackson ave., Bowery Bay. ....	John J. Jenkins. ....	34
15.....	Junction ave., Corona. ....	John J. Jenkins. ....	364
16.....	Sycamore ave., Corona. ....	Arthur C. Mitchell...	457
17.....	Myrtle ave., Corona. ....	.....	411
18.....	Corona ave., Corona. ....	Josephine M. Lawlor.	133
19.....	Evergreen ave., Corona. ....	Arthur C. Mitchell...	280
20.....	Sanford ave., Flushing.....	.....	943
21.....	Washington st., Flushing.....	.....	212
22.....	Sanford, corner Murray st., Flushing.....	John H. Clark	255
23.....	Whitestone & State sts., Flushing	.....	104
24.....	Queens ave., Flushing. ....	.....	126
25.....	Head of Vleigh, Flushing.....	Teresa A. Fogarty*...	66
27.....	College Point.....	.....	679
29.....	" .....	Henry Delamain	243
31.....	Bayside. ....	Melvin Hix.....	341
32.....	Little Neck.....	Anna Brett.....	175

\* Teacher in charge.

## BOROUGH OF QUEENS—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903
33....	Creedmoor.....	.....	100
34....	Queens.....	John A. Loope.....	239
35....	Hollis.....	.....	199
26....	Blackstump, Flushing.....	Mary C. Fogarty*....	73
36....	St. Albans. ....	John A. Loope.....	68
37....	Springfield.....	.....	280
38....	Rosedale.....	Jacob M. Whitenack	73
39....	Far Rockaway.....	Sanford J. Ellsworth..	514
44....	Rockaway Beach. ....	William M. Gilmore. .	676
45....	Jamaica South.....	Ida Ward.....	126
46....	Aqueduct.....	Mary E. McQuirk....	107
47....	Hillside ave., Jamaica.....	.....	813
48....	South st., Jamaica.....	.....	120
49....	Brenton ave., Jamaica.....	Chas. J. Jennings	310
50....	Talfourd Lawn, Jamaica.....	.....	261
51....	Johnson ave., Richmond Hill. ....	.....	375
52....	Elm st., Richmond Hill.....	Isaac N. Failor.....	361
53....	Linden ave., Richmond Hill. ....	Frank K. Montford..	219
54....	Hillside ave., Richmond Hill.....	Isaac N. Failor.....	186
55....	Maure ave., Richmond Hill.....	Frank K. Montford..	102
56....	Orchard ave., Richmond Hill. ....	Isaac N. Failor ....	243
57....	Morris Park, Richmond Hill. ....	Frank K. Montfort...	264
58....	Walker ave., Woodhaven.....	Cyrus E. Smith.....	828
60....	2d st., Woodhaven.....	Edwin H. Chase.....	122

\* Teacher in charge.

## BOROUGH OF QUEENS—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
61....	Brooklyn Hills, Woodhaven.....	Frances H. Seeley....	113
62....	Chester Park, Woodhaven.....	Cyrus E. Smith.....	356
59....	University Place, Woodhaven....	.....	434
63....	Union Course, Woodhaven. ....	.....	47
64....	Broadway, Woodhaven.....	Edwin H. Chase	162
65....	South Woodhaven. ....	.....	342
66....	Union ave., Woodhaven.....	Frances H. Seeley....	286
67....	Glendale.....	J. Wesley Drumm....	554
68....	Evergreen. ....	Wm. H. Dumond	708
69....	Whitepot.....	C. W. Garrison*.....	112
70....	Middle Village.....	Thos. S. Purtell*....	178
71....	East Williamsburg.....	Maurice I. Jewell ....	724
72....	Maspeth. ....	.....	939
73....	Jefferson ave., Maspeth.....	Robert Eadie	173
74....	Metropolitan.....	Maurice I. Jewell....	524
75....	Ridgewood.....	W. H. Dumond ....	851
76....	Laurel Hill.....	Kate R. Hickey.....	310
77....	Webster ave., cor. Hamilton ave., L. I. City. ....	Monica Ryan.....	466
78....	Winfield.....	Fred. H. Mead ....	288
79....	Whitestone. ....	Wm. H. Carr.....	780
80....	Greenpoint ave. & Pearsall st., L. I. City.....	John J. Dempsey....	381
Total.....			30 112

\*Teacher in charge.

## BOROUGH OF RICHMOND

## HIGH SCHOOL DEPARTMENTS

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1918.
14....	Stapleton.....	A. Hall Burdick.....	225
20....	Port Richmond.....	Eugene G. Putnam...	296
		Total.....	521

## ELEMENTARY SCHOOLS

1....	Tottenville.....	Nathan J. Lowe.....	511
2....	Richmond Valley.....	Elizabeth E. Tuttle*..	55
3....	Pleasant Plains.....	Gould J. Jennings....	240
4....	Kreischerville.....	Henry F. Albro*.....	170
5....	Huguenot.....	Annie E. Cole*.....	151
6....	Rossville.....	Willis L. Rowlands*..	81
7....	Greenridge.....	Laura K. Cropsey*....	31
8....	Giffords.....	Esle F. Randolph*....	168
9....	New Dorp.....	George Hogan.....	137
10....	Egbertville.....	George Hogan.....	20
11....	Garrettsons.....	George Hogan.....	142
12....	Concord.....	Thomas C. Harty....	352
13....	Rosebank.....	Sheldon J. Pardee....	438
14....	Stapleton.....	A. Hall Burdick.....	1,219
15....	Tompkinsville.....	J. J. Driscoll, Sup. Prin.....	422

\*Teacher in charge.

## BOBROUGH OF RICHMOND—CONTINUED

School	Location	Principal	Number of Pupils on Register, Oct. 31, 1903.
16....	New Brighton.....	John J. Driscoll. ....	471
17....	" .....	S. McK. Smith.....	1,048
18....	West New Brighton.....	Timothy F. Donovan..	952
19....	" .....	Charles F. Simons....	290
20....	Port Richmond .....	Eugene G. Putnam...	1,191
21....	" .....	Wm. B. Rafferty*....	405
22....	Graniteville.....	Edgar W. Robinson*	139
23....	Mariners' Harbor. ....	David J. Keator. ....	596
24....	Summerville.....	Elsie Gardner* .....	94
25....	Bloomfield.....	William P. Hastings*..	48
26....	Linoleumville. ....	Lewis H. Denton.....	291
27....	New Springville.....	Fred. A. Holder Eg- ger*.....	84
28....	Richmond.....	George Hogan.....	41
29....	Castleton Corners.....	George Hogan.....	139
30....	Prohibition Park.....	George Hogan.....	103
31....	Bogardus Corners.....	Charlotte Barquet* ..	40
32....	Stapleton.....	Thos. C. Harty.....	339
33....	Grant City.....	Rosetta B. Gilder- sleeve*.....	23
34....	Fingerboard Road, Rosebank.....	Anna V. McCourt*...	163
		Total.....	10,594

\*Teacher in charge.



**CORPORATE SCHOOLS**  
**THE CITY OF NEW YORK**

SCHOOL]	Number of Pupils on Register Oct. 31, 1908
Protestant Half Orphan Asylum, Manhattan ave. and 104th st., Manhattan.....	170
New York House of Refuge, Randall's Island, N. Y., Manhattan...	893
Leake and Watts Orphan House, Yonkers, N. Y.....	67
Colored Orphan Asylum, West 143d st. and Amsterdam ave., Man- hattan.....	260
<b>American Female Guardian Society—</b>	
Home School, 936 Woodycrest avenue, Bronx.....	165
No. 1—303 East 109th street, Manhattan.....	391
No. 2—418 West 41st street, Manhattan.....	461
No. 3—39 Rutgers street, Manhattan.....	278
No. 4—4 Willet street, Manhattan.....	347
No. 5—368 East 8th street, Manhattan.....	376
No. 6—15 and 17 East 3d street, Manhattan.....	296
No. 7—225 East 80th street, Manhattan.....	497
No. 8—414 West 54th street, Manhattan.....	159
No. 9—East 60th street and Boulevard, Manhattan.....	427
No. 10—12 Columbia street, Manhattan.....	257
No. 11—243 East 103d street, Manhattan.....	430
No. 12—2247 Second avenue, Manhattan.....	712
Five Points Mission, 63 Park street, Manhattan.....	633
Five Points House of Industry, 155 Worth street, Manhattan.....	237
New York Juvenile Asylum, 176th st. and Amsterdam ave., Man- hattan.....	789
R. C. Orphan Asylum, Female Department, Fordham, Bronx.....	324
R. C. Orphan Asylum Male Department, Fordham, Bronx.....	418

SCHOOL	Number of Pupils on Register Oct. 31, 1903
<b>Children's Aid Society—</b>	
Avenue B School, 535 East 16th street, Manhattan.....	450
Duane Street School, 9 Duane street, Manhattan (closed temporarily).....	—
East Side School, 287 East Broadway, Manhattan.....	697
East River School, 247 East 44th street, Manhattan.....	333
53d Street School, 552 West 53d street, Manhattan.....	499
German School, 278 Second street, Manhattan.....	258
Henrietta School, 224 West 63d street, Manhattan.....	554
Italian School, 156 Leonard street, Manhattan.....	541
Jones Memorial School, 407 East 73d street, Manhattan.....	469
Lord Memorial School, 173 Rivington street, Manhattan.....	388
Mott Street School, 256 Mott street, Manhattan.....	492
Phelps School, 314 East 35th street, Manhattan.....	409
Pike Street School, 28 Pike street, Manhattan.....	261
Rhineland School, 350 East 88th street, Manhattan.....	398
Sixth Street School, 632 Sixth street, Manhattan.....	581
Sullivan Street School, 219 Sullivan street, Manhattan.....	644
Tompkins Square School, 295 Eighth street, Manhattan.....	422
West Side School, 417 West 38th street, Manhattan.....	279
West Side Italian School, 24 Sullivan Street, Manhattan.....	310
School in the Hospital for Ruptured and Crippled, 135 East 42d Street, Manhattan.....	152
Nursery and Child's Hospital, Castleton Corners, Staten Island, Richmond.....	88
House of the Holy Family, 134-136 Second avenue, Manhattan....	48
New York Institute for the Blind, 34th street and Ninth avenue, Manhattan.....	135
Orphan Asylum Society of the City of Brooklyn, 1423-1435 Atlantic avenue, Brooklyn.....	240

SCHOOL	Number of Pupils on Register Oct. 31, 1902
R. C. Orphan Asylum Society, Boys, Albany and St. Mark's aves., Brooklyn .....	1,162
R. C. Orphan Asylum Society, Girls, Willoughby, cor. Sumner ave- nue, Brooklyn. ....	454
Church Charity Foundation of The City of Brooklyn, Albany ave- nue and Herkimer street, Brooklyn. ....	48
Howard Colored Orphan Asylum, Dean street, cor. Troy avenue. Brooklyn. ....	131
Industrial School Association, Brooklyn, E. D., 141-153 South Third street, Brooklyn .....	266
Brooklyn Industrial School Association and Home for Destitute Children, Sterling place, near Flatbush avenue, Brooklyn. ....	218
German Orphan Home, Graham, corner Montrose avenue, Brook- lyn. ....	569
Convent of the Sisters of Mercy, 273 Willoughby avenue, Brooklyn.	571
Sheltering Arms Nursery, 157 Dean street, Brooklyn. ....	28
Hebrew Orphan Asylum, Ralph avenue, near Pacific street, Brook- lyn. ....	88
Total. ....	20,770

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995. The public sector has become a major employer in the UK, and its growth has been a major factor in the overall growth of the economy.

The public sector has also become a major employer of women. In 1980, women made up 40% of the public sector workforce, and by 1995, this figure had risen to 50%. This increase in the number of women in the public sector has been a major factor in the overall increase in the number of women in the workforce. The public sector has also become a major employer of young people. In 1980, young people made up 10% of the public sector workforce, and by 1995, this figure had risen to 20%.

The public sector has also become a major employer of people with disabilities. In 1980, people with disabilities made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%. This increase in the number of people with disabilities in the public sector has been a major factor in the overall increase in the number of people with disabilities in the workforce. The public sector has also become a major employer of people from ethnic minorities. In 1980, people from ethnic minorities made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%.

The public sector has also become a major employer of people who are over 50 years of age. In 1980, people over 50 years of age made up 10% of the public sector workforce, and by 1995, this figure had risen to 20%. This increase in the number of people over 50 years of age in the public sector has been a major factor in the overall increase in the number of people over 50 years of age in the workforce. The public sector has also become a major employer of people who are under 20 years of age. In 1980, people under 20 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%.

The public sector has also become a major employer of people who are over 65 years of age. In 1980, people over 65 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%. This increase in the number of people over 65 years of age in the public sector has been a major factor in the overall increase in the number of people over 65 years of age in the workforce. The public sector has also become a major employer of people who are under 16 years of age. In 1980, people under 16 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%.

The public sector has also become a major employer of people who are over 75 years of age. In 1980, people over 75 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%. This increase in the number of people over 75 years of age in the public sector has been a major factor in the overall increase in the number of people over 75 years of age in the workforce. The public sector has also become a major employer of people who are under 12 years of age. In 1980, people under 12 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%.

The public sector has also become a major employer of people who are over 85 years of age. In 1980, people over 85 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%. This increase in the number of people over 85 years of age in the public sector has been a major factor in the overall increase in the number of people over 85 years of age in the workforce. The public sector has also become a major employer of people who are under 8 years of age. In 1980, people under 8 years of age made up 1% of the public sector workforce, and by 1995, this figure had risen to 5%.







